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ABSTRACT

This resource book is one of a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Folktales and Legends" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and inventing folktales and heroes. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "Bringing the Rain to Kapiti Plain" (Verna Aardema); (2) "A Drop of Honey" (Djemma Bider); (3) "The Legend of the Indian Paintbrush" (Tomie dePaola); (4) "Tikki Tikki Tembo" (Arlene Mosel); (5) "The Woman Who Outshone the Sun" (Alejandro Cruz Martinez); (6) "A Story--A Story" (Gail E. Haley); (7) "Momotaro, the Peach Boy" (Linda Shute); and (8) "Llama and the Great Flood" (Ellen Alexander). (EH)

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Windows On Social Studies

Multicultural Adventures Through Literature

SO 027 335

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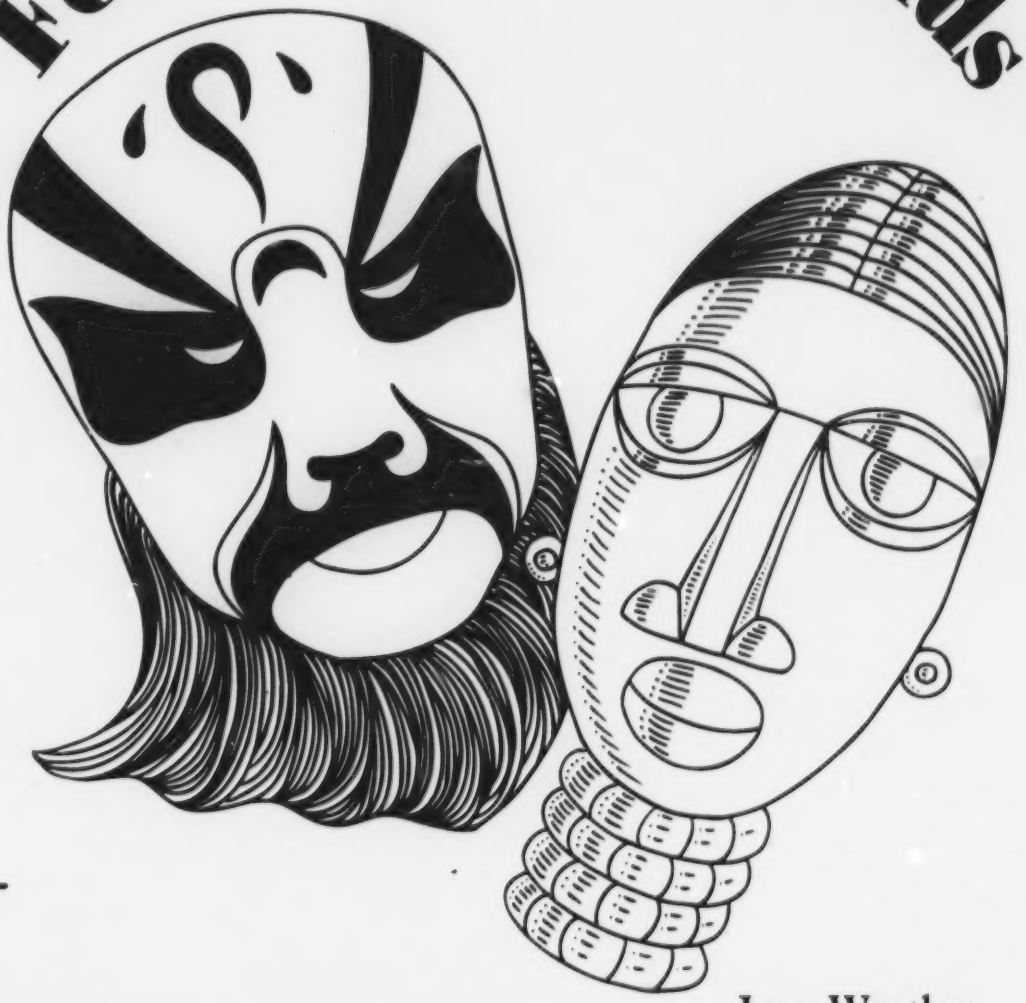
Windows On Social Studies

Multicultural Adventures Through Literature

Folktales and Legends



Joan Westley
Holly Melton

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Folktales and Legends

The activities in this book are designed specifically to support the following children's books:

Aardema, Verna. *Bringing the Rain to Kapiti Plain*. New York: Dial Books for Young Readers, 1981.

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Bider, Djemma. *A Drop of Honey*. New York: Simon and Schuster Books for Young Readers, 1989.

dePaola, Tomie. *The Legend of the Indian Paintbrush*. New York: G. P. Putnam's Sons, 1988.

Haley, Gail E. *A Story–A Story*. New York: Atheneum, 1970.

Martinez, Alejandro Cruz. *The Woman Who Outshone the Sun*. San Francisco: Children's Book Press, 1987.

Mosel, Arlene. *Tikki Tikki Tembo*. New York: Henry Holt and Company, Inc., 1968.

Shute, Linda. *Momotaro, the Peach Boy*. New York: Lothrop, Lee & Shepard Books, 1986.

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Notes to the Teacher

What is *Windows on Social Studies: Multicultural Adventures Through Literature?*

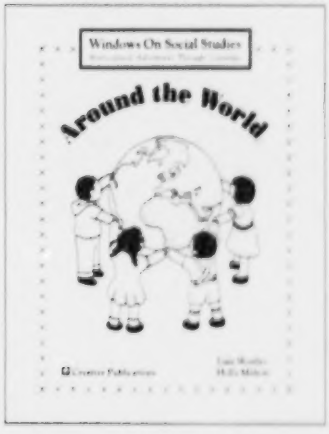
Windows on Social Studies: Multicultural Adventures Through Literature takes students on journeys around the world, and into the lives of its diverse people, past and present. The 32 captivating children's literature books recommended in this series are richly illustrated, excellent read-aloud selections that offer a treasure trove of experiences for students in grades 1-3. By listening to the stories and then discussing, comparing, and *doing*, students will discover the cultural, historical, and geographical diversity of the United States and the world.

The program consists of four resource books, each of which includes lesson plans to support eight children's literature books sharing a familiar social studies theme:

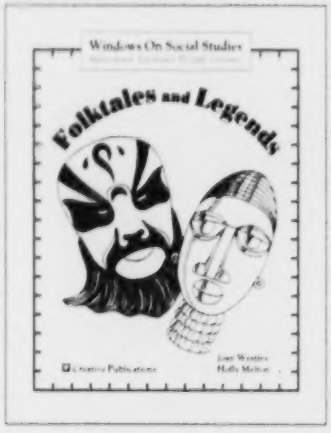
Long Ago Times

Across America

Around the World



Folktales and Legends



Each resource book introduces the children's books, gives map locations, vocabulary help, discussion questions, and other aids to understanding, and provides activities that:

- actively engage students, both intellectually and emotionally
- lead to an understanding of different people, places, cultures, traditions, and eras
- increase social skills and responsibilities
- expand economic awareness
- develop mapping and charting skills

The Table of Contents in the front of the book lists key social studies concepts inherent in each activity.

What is the philosophy of the program?

Windows on Social Studies delights in the beauty and enjoyment of fine children's literature. Children's literature is seen as an invaluable resource for exploring social studies concepts because students:

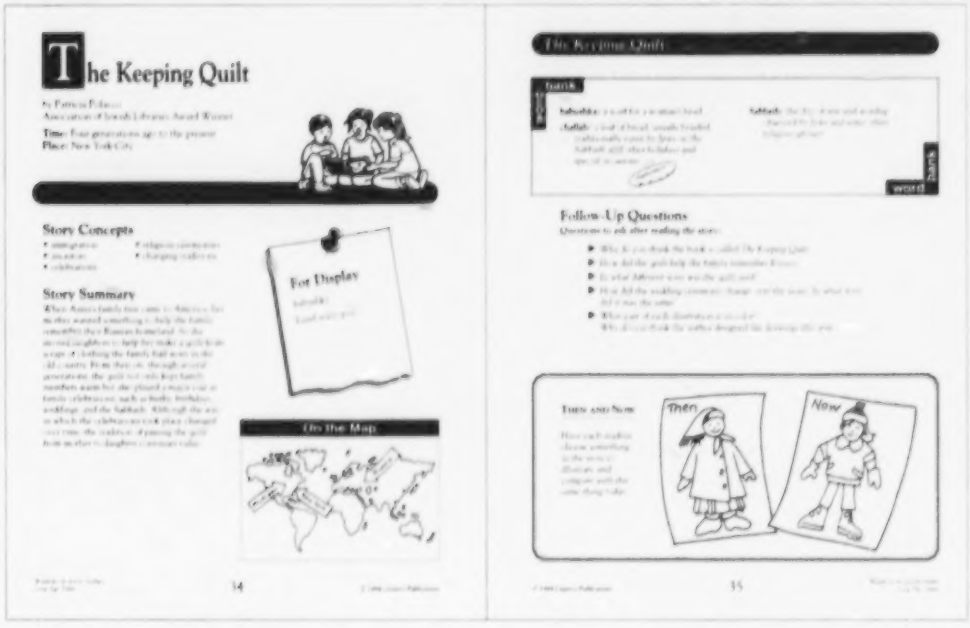
- become personally involved with the stories and characters
- develop an appreciation for diverse people and traditions
- experience life in different places and times
- become more culturally aware and sensitive to others
- compare the stories with their own lives and think critically about the values they hold

In the Windows approach, key social studies concepts are developed through engaging activities such as cooking, making music, performing drama and creating art; conducting interviews and making discoveries about the histories of places and people; constructing landscapes and three-dimensional maps; making economic decisions and solving problems; inventing folktales and heroes; identifying leaders and leadership qualities; and brainstorming rules and the reasons we need them.

How is the program organized?

Each *Windows on Social Studies* resource book presents eight different children's books related to a theme. For each book, there are two pages that bring out the social studies concepts inherent in the book, and lead to discussion and comparison with children's own lives. These two pages are followed by four one-page activities called "windows." Each discussion and comparison is designed to take up one storytime. Most windows will take 25 to 40 minutes.

The discussion and comparison section consists of two facing pages. The left-hand page gives the title of the children's book, the author, the illustrator, and awards the book has won. It lists the time and setting of the story, and its intrinsic social studies concepts. This is followed by a story summary, ideas for classroom displays, and a map that provides a quick guide to locating the story setting.



The right-hand page is divided into three sections: Word Bank, Follow-Up Questions, and There and Here or Then and Now.

Word Bank provides the meanings of social studies terms found in the story.

Follow-Up Questions consists of thought-provoking questions to ask students after reading the story. Questions lead children to think critically, and elicit exploration of social studies concepts in the story.

There and Here or **Then and Now** has students create illustrations that focus on similarities and differences between their own lives and those of story characters.

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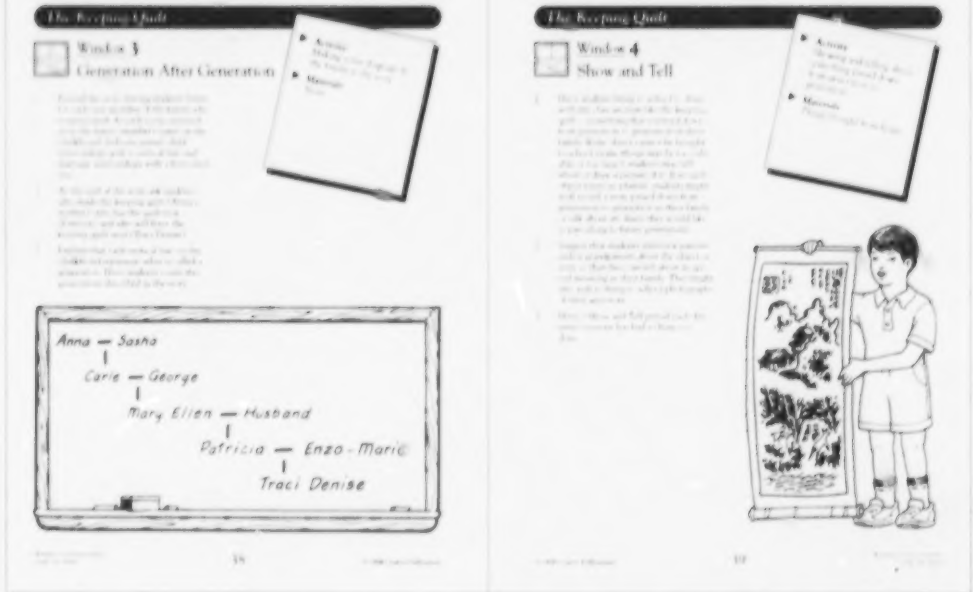
Four one-page activities follow the discussion and comparison section. Each page has a title, an activity description, a listing of materials needed, and step-by-step instructions for completing the activity. Where appropriate, suggestions are included for tailoring the activity to meet individual needs. Crisp illustrations show step-by-step procedures and products of the activities.



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Bringing the Rain to Kapiti Plain

by Verna Aardema
illustrated by Beatriz Vidal

a Nandi tale from Kenya

Story Concepts

- weather
- plains
- wildlife and habitat
- raising domestic animals
- personal resourcefulness

Story Summary

This Nandi tale describes a great drought on the Kapiti Plain, and tells of Ki-pat, the young man who helped to end it. Told in cumulative rhyme (in the style of *The House That Jack Built*), the story begins with a description of the beauty and richness of the Kapiti Plain before the drought. When a huge, heavy rain cloud floats above but does not produce rain, the grass dries up, the wild creatures migrate, and Ki-pat's cows grow miserable with hunger and thirst. Then an eagle flies overhead and drops a feather. Ki-pat uses the feather to make an arrow for his bow. He shoots the arrow, it pierces the cloud, and the rain pours down. The rain greens the grass, which fattens the cows who eat it. Ki-pat prospers. He marries, and his wife has a baby, little Ki-pat, who grows to tend the cows and shoot down the rain from the clouds above Kapiti Plain when necessary.

For Display

picture books about Kenya, including its wildlife and habitat

African folktales by Verna Aardema

On the Map

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word bank

Nandi: one of the culture groups of Kenya

pasture: to put grazing animals on grass-covered land

plain: a large area of level land

word bank

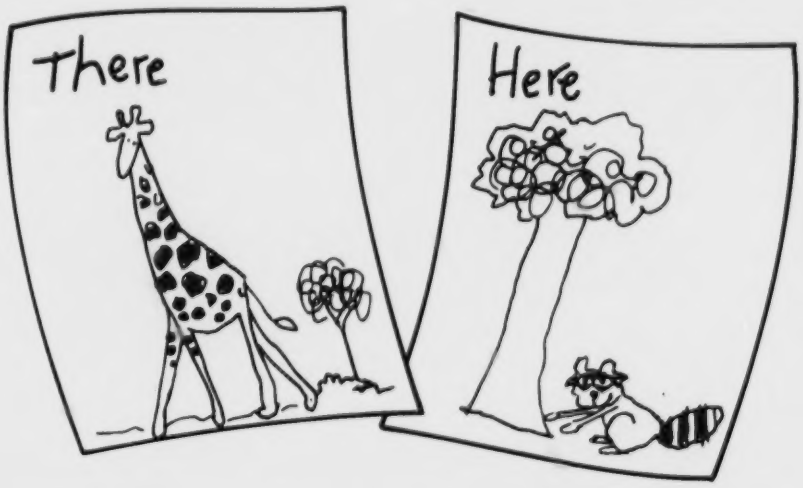
Follow-Up Questions

Questions to ask after reading the story:

- What was the Kapiti Plain like before the drought? What animals and plants lived there?
- What was the Kapiti Plain like during the drought? What happened to the animals and plants?
- Would you call Ki-pat a hero? Why or why not?
- Many years ago, a person who heard this tale called it "The Nandi House that Jack Built." Can you guess why it was called that?
- A cycle is created in this story. Can you identify it? Can you describe any other cycles in nature?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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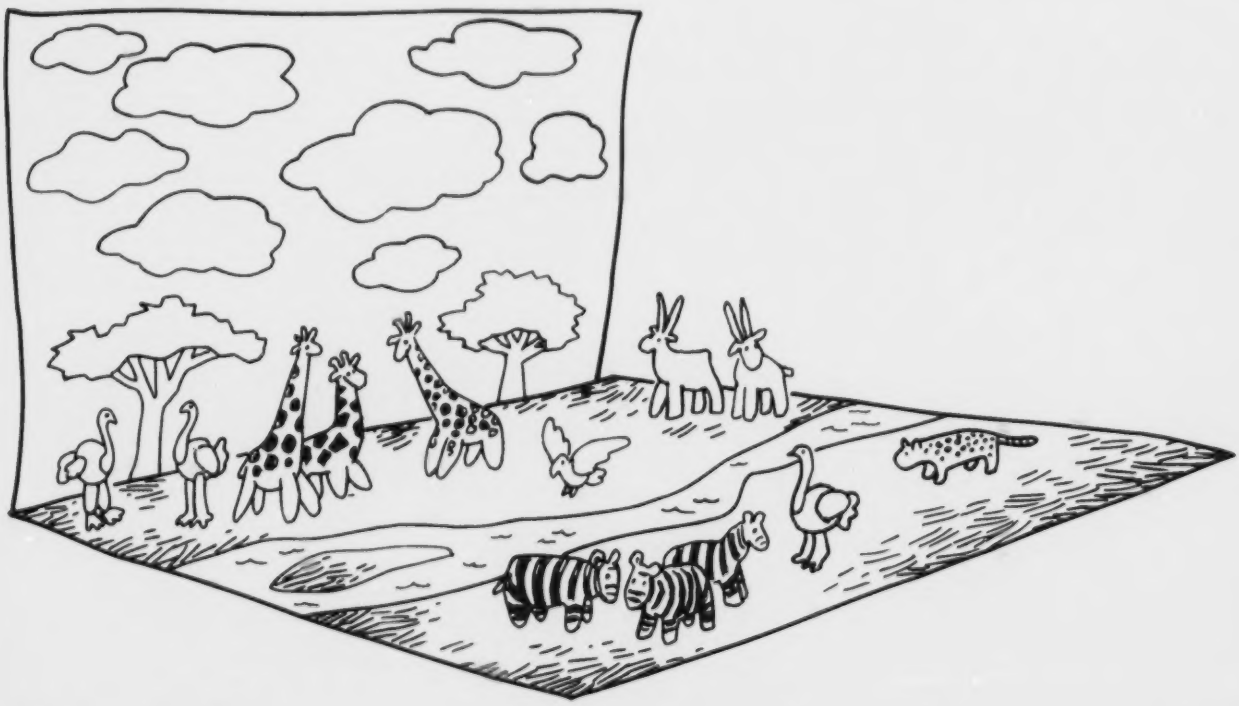
Window 1
Wildlife of Kenya

- **Activity**
  Finding out about wildlife in Kenya
- **Materials**
  Videocassette and/or picture books about Kenya and its wildlife, copies of Kenya animals (page 58), tagboard or large sheet of paper, scissors, paste, clay or play dough

1. Tell students that Kenya has many different regions, and includes coastal areas, plains, rich grasslands, forests, mountains, and great valleys. Also tell students that Kenya is famous for its rich variety of wildlife. Show students the pictures of the land and animals in *Bringing the Rain to Kapiti Plain*. You may also wish to show students a videocassette or picture books about wildlife in Kenya. Have students identify as many of the animals as they can.
2. Distribute copies of Kenya animals. Explain that all the animals appear in the book, but may not be familiar to students. Tell students that they will make a scene of Kapiti Plain and animals for the scene. Call on a few volunteers to make the backdrop, while the rest of the students choose animals to create with clay or play dough. Students who select the same animals may want to work together.
3. When everyone has finished, have students place their animals in the scene and tell the group about them.



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Window 2
Heroic Feats

- **Activity**
  Creating tall tales
- **Materials**
  Drawing and writing materials

1. Ask students what kind of person Ki-pat was (smart, resourceful). Remind students that he figured out a way to control the weather and end a drought. Have students talk about weather emergencies and natural disasters that occur in your area, such as hurricanes, floods, tornadoes, or earthquakes.
2. Tell students about Pecos Bill, a folk hero who supposedly lassoed and rode a troublesome tornado. Ask students if they think the tale about Ki-pat really happened.
3. Tell students to imagine that they, like Ki-pat and Pecos Bill, are the hero or heroine of a tall tale. Have students, working by themselves or in small groups, make up tales about a hero or heroine accomplishing an amazing feat related to the weather.
4. Students can write and illustrate their tales, or they may prefer to act them out for the rest of the class.

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Window 3
Classroom Drought

- **Activity**
  Experimenting with plants and water
- **Materials**
  Three small identical plants in identical containers, water, chart paper, felt-tip marker

1. At a nursery or store, buy three identical, inexpensive small plants in identical containers. Put the three plants by a window in your classroom. Label them "Plant 1," "Plant 2," and "Plant 3."
2. Have students compare the first and sixth spreads in *Bringing the Rain to Kapiti Plain*. Have students talk about the things plants need to survive (water, air, light). Talk about how often the new plants should be watered.
3. Help students make up a watering schedule for each plant; for example, water Plant 1 as often as it should be watered, water Plant 2 half as often, and water Plant 3 very little or not at all. Write the schedule on chart paper, and have students make predictions about what will happen.
4. Follow the schedule for watering the plants. As a class, observe the plants periodically and discuss what is happening to each one. Write the observations on chart paper. Point out that Plant 3 shows what happens to plants when there is a drought.

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Window 4
Raising Animals for Food

- **Activity**
  Taking a field trip or having a classroom visitor
- **Materials**
  Drawing and writing materials

1. Remind students that Ki-pat raised cows on the Kapiti Plain. Ask students to name animals that are raised for meat, eggs, or milk.
2. If possible, arrange for a class visit to a nearby farm where animals are raised. Or, invite a farmer or person who raises animals for food to visit your class, preferably bringing some animals. Sources include members of a young person's club, such as the local Four-H Club or the Future Farmers of America (FFA) Club.
3. Have students prepare a list of questions to ask the farmer or classroom visitor. When the visit is over, have students write a few sentences or draw pictures summarizing what they learned, and include them with a thank-you note that you write as a class.

Dear Ms. Holmquist,
Thank you for letting us come to your farm.
We had fun. It was interesting to see
how cows are milked. We didn't
know that chicken eggs could be brown.
Farming sure is hard work!
Sincerely,
The students in Ms. Tujillo's class

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A Drop of Honey

by Djemma Bider
illustrated by Armen Kojoyian

an Armenian tale

Story Concepts

- family interaction
- food and agriculture
- village marketplace
- cause and effect

Story Summary

Anayida lives in the countryside of Armenia. One day, she quarrels with her brothers. "Remember, a small quarrel may lead to big trouble," Anayida's mother warns her. With these words in her head, Anayida drowses off as she stares at a drop of honey that has fallen on the table. Anayida dreams of going to the village market with her dog, Zangi. Looking for the ingredients to make baklava, she goes from merchant to merchant. At the honey woman's cart, a drop of honey spills onto a cobblestone. A bee lands on the honey, a cat pounces on the bee, Zangi pounces on the cat, and the honey seller's husband comes running. Soon the whole marketplace is in chaos. Anayida runs away, calling for her mother, who awakens her from her dream. "If only you knew what terrible things can happen because of just one drop of honey!" Anayida exclaims. She adds, "You know, mama, you were so right about small quarrels leading to big troubles," and runs off to join her brothers.

For Display

baklava

jar of honey

almonds, walnuts, pistachios

stick cinnamon and lemon peel

On the Map

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word bank

baklava: a pastry made with thin layers of dough filled with honey and chopped nuts

market: a place where people come together to buy and sell goods

verandah: an open porch along the outside of a building

word bank

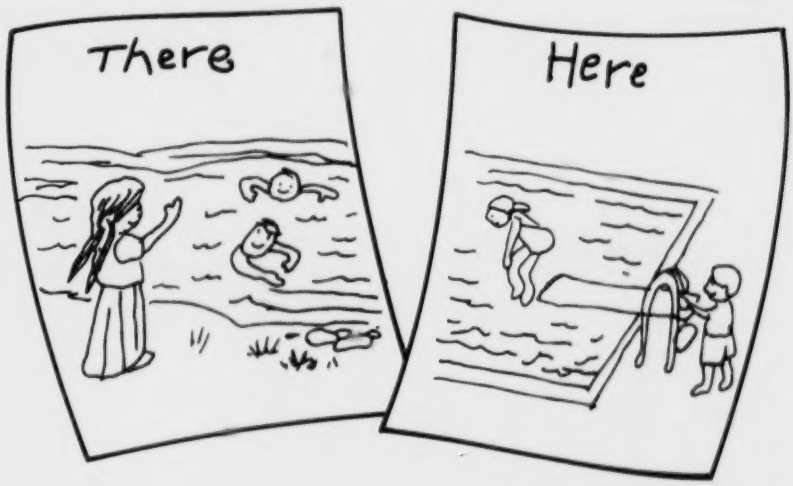
Follow-Up Questions

Questions to ask after reading the story:

- How are Anayida and her family like you and your family? How are they different?
- How is the village marketplace like the place your family buys its food? What is different about it?
- Why did Anayida dream about honey? Have you ever had a dream about something you were thinking about as you fell asleep?
- At the end of the story, Anayida decides that small quarrels can lead to big troubles. Do you agree? Can you give examples from your life?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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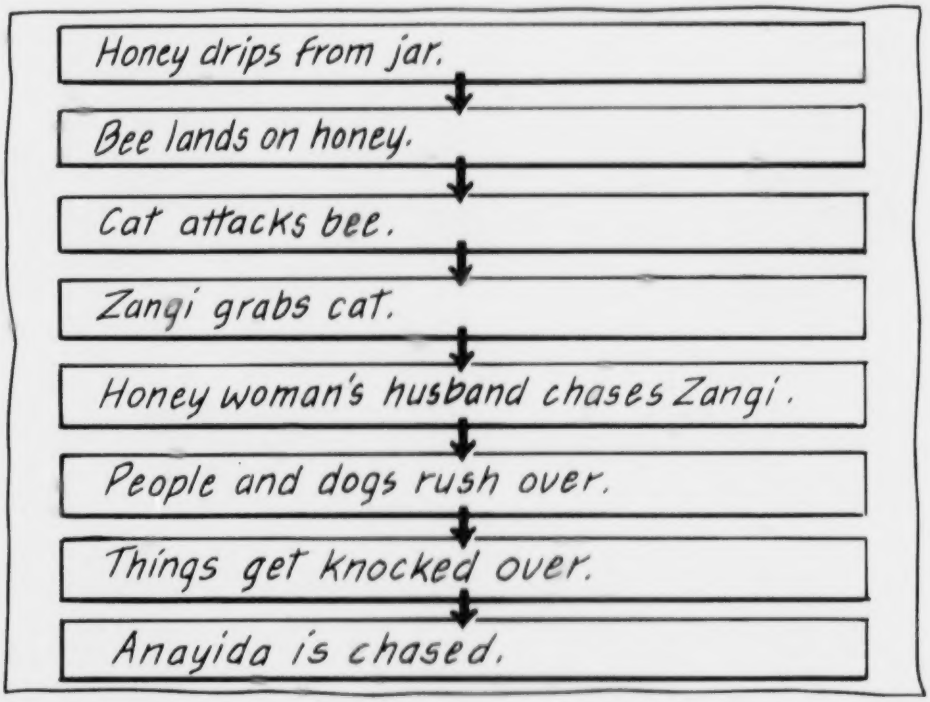
Window 1
One Drop of Honey

- **Activity**
  Making a flow chart showing cause and effect
- **Materials**
  Chart paper, felt-tip pens

1. Reread aloud the dream sequence from the story. Pause when you get to the part where Anayida reaches the honey woman's cart. Ask students to help you chart everything that happens because of one drop of honey.
2. Draw boxes on the chart paper with arrows from one box to the next to create a flow chart showing a sequence of events. Write "Honey drips from jar" in the first box. Continue reading the story. As each event causes another, have students tell you what to write in a new box. Your completed flow chart might look like the one below.
3. If time permits, choose students to take the parts of Anayida, the honey woman, the bee, the cat, Zangi, and the honey woman's husband. Some students can take the parts of other people and dogs at the marketplace. As you or a student read aloud the events on the flow chart, students can act them out.



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Window 2
Sweet Things

- **Activity**
  Making baklava
- **Materials**
  Oven, baking pans, saucepan, measuring cups, spoon, cutting knife, phyllo pastry, sweet butter, pistachios, walnuts, almonds, sugar, ground cinnamon, cinnamon stick, honey, lemon

1. Invite students to talk about pastries that are eaten at traditional times or that come from different cultures or countries. Baklava, the pastry Anayida was getting ingredients for, is a common pastry in Armenia, Turkey, and Greece.
2. Use the recipe on the last page of *A Drop of Honey* to make baklava. You may wish to divide the class into small groups, and work with each group to make a batch of baklava.
3. After sampling the baklava, ask students to compare the baklava with other pastries they have had. *How is baklava the same? Different? Which is more filling? Which pastry do you like the best?*

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Window 3
Avoiding Big Trouble

- **Activity**
  Solving problems at school
- **Materials**
  Chart paper and felt-tip pens

1. Remind students that Anayida saw how something small could lead to big trouble. Ask students to name problems that commonly occur at school. Examples include problems sharing play equipment or running in the hallways. Write each problem on the chalkboard.

2. Discuss the problems one at a time. For each problem, have students consider how it can lead to big trouble (for example, children could get into fights or get hurt). Have students discuss ways to solve each problem. Help students move toward solutions that are fair, safe, and satisfy everyone.

3. Have students suggest a list of rules that deal with the problems. Have them help you decide the consequences if the rules are broken.

Rules for School

1. Walk in the hallways.
2. Do not interrupt when someone is talking.
3. No name calling allowed.
4. No pushing on playground equipment.
5. Do not leave people out of games.
6. Stay where you belong in line.

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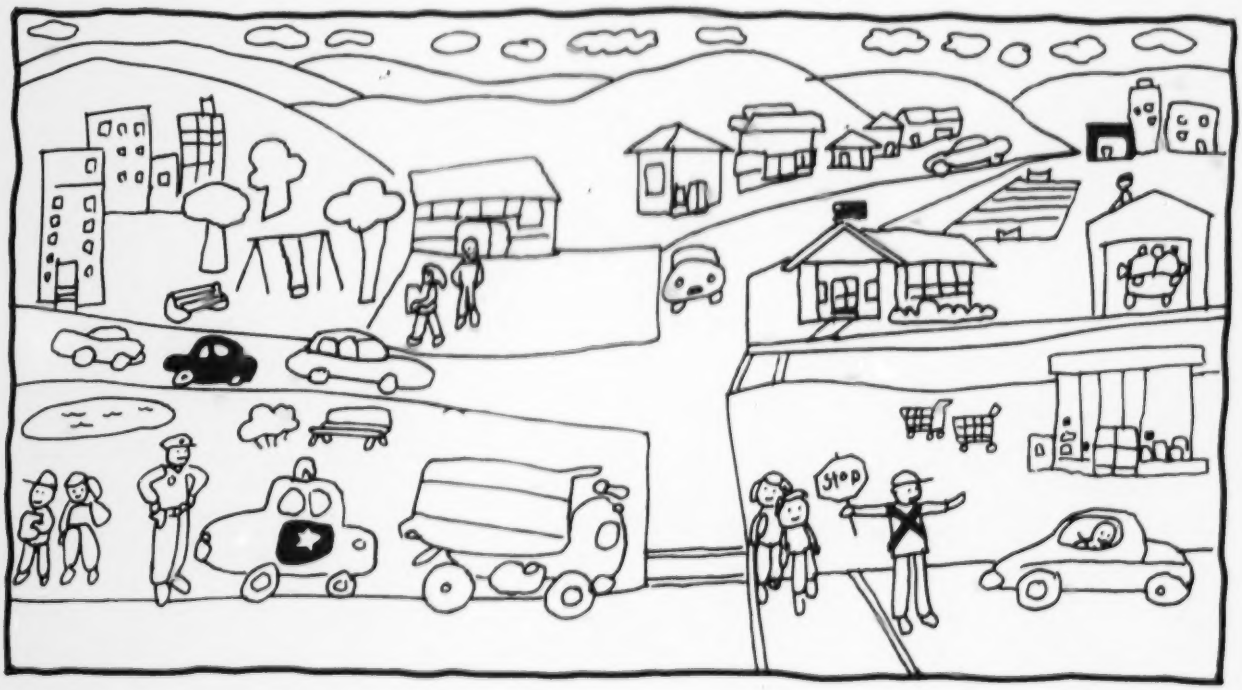
Window 4
Village, Town, City

- **Activity**
  Making murals that depict your community
- **Materials**
  Butcher paper, drawing paper, felt-tip pens, paints, crayons

1. To help students understand the landscape and type of community Anayida lived near, show them pictures in the book as you ask questions: *What was the land like where Anayida lived? Were any foods grown there? Did Anayida live in the country or in the city? How do you know?*
2. Remind students that Anayida lived near a small community called a village. Ask students to talk about your community. *Is it a town? A suburb? A big city? Do you live in a rural area, with lots of undeveloped land, or a busy, urban area?*
3. Have students work in groups to plan and create murals that depict your community. They should use drawing paper to sketch important landmarks and community buildings, parks, people, and landforms near your community before doing the final drawings on the mural.
4. Stretch long pieces of butcher paper across a wall or on the floor. Have groups reproduce their pictures on the butcher paper. Hang the completed murals in a hallway of your school in a display entitled "Our Community."



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The Legend of the Indian Paintbrush

retold and illustrated by Tomie dePaola

a North American Plains Indian legend

Story Concepts

- individual gifts and talents
- persistence and hard work
- everyday life and customs of a culture
- using art to record history

Story Summary

Little Gopher was smaller and weaker than other boys his age, but he had a special gift for art. One day, he had a "Dream-Vision" in which he was shown the tools that would ensure his greatness among his People. He was told that he would paint pictures of the deeds and visions of his People, and that he would one day paint a picture with colors as bright as the setting sun. The next day, Little Gopher began to paint pictures chronicling the life of his People. But try as he might, he could not make bright paints. One night, he heard a voice telling him that because he was faithful to his People and true to his gift, he would find the colors he was seeking. The next evening at the top of a hill, he found brushes filled with bright paints. With them, he captured the sunset in a beautiful picture. When morning dawned, the hills were ablaze with color, for the brushes had turned to wildflowers. According to legend, that is how the flower called the Indian paintbrush got its name.

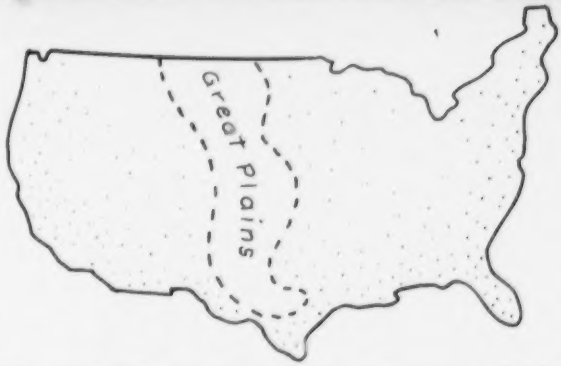
For Display

Indian paintbrush flowers

books with photographs of wildflowers

picture books about Plains Indians

On the Map



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word bank

buckskin: the skin of a deer

plains: an area of level land

shaman: a person in Native American cultures who was believed to have close contact with the spirit world and who was skilled in curing sickness and disease

teepee: a cone-shaped tent of animal skins, used as a shelter by the Plains Indians

word bank

Follow-Up Questions

Questions to ask after reading the story:

- How was Little Gopher different from the other boys? How do you think he felt about being different?
- What special gift did Little Gopher have? What special gift do you have?
- What was Little Gopher's Dream-Vision? How did he make it come true?
- What would you like to have a Dream-Vision about? How could you make it come true?
- How did Little Gopher's paintings help his People?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

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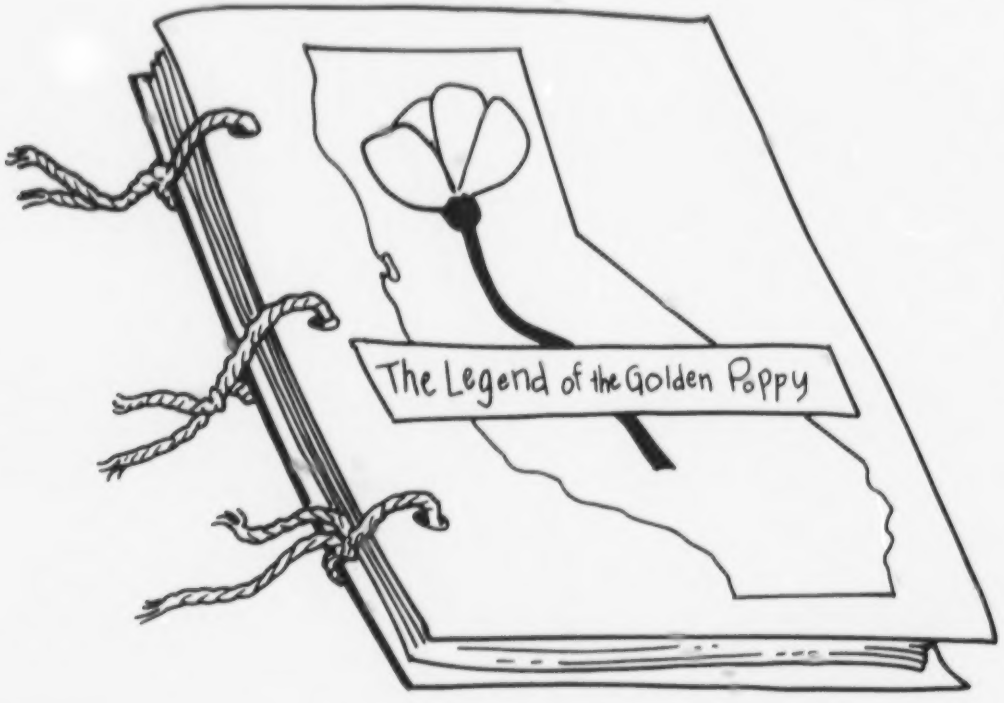
Window 1
Legendary Flowers

- **Activity**
  Creating a legend about a state flower
- **Materials**
  Your state flower, list of state flowers (page 59), picture books of flowers, *The Legend of the Bluebonnet* by Tomie dePaola, construction paper, drawing materials

1. Read to students another book by Tomie dePaola, *The Legend of the Bluebonnet* (G.P. Putnam's Sons, 1983). Have students compare it with *The Legend of the Indian Paintbrush*. Point out that the Indian paintbrush is the state flower of Wyoming, while the bluebonnet is the state flower of Texas.
2. Name your state's flower, and show students the flower or a picture of it. The flower for each state is named on the list of state flowers on page 59.
3. As a class, create a legend about your state flower. Begin by asking students questions: *What does our state flower look like? What does its shape or color remind you of? How might a flower like this have come to be?*
4. Copy the story on sheets of construction paper, letting volunteers illustrate it. You may wish to bind the pages into a book.
5. Keep the completed story in the reading corner for students to read on their own.



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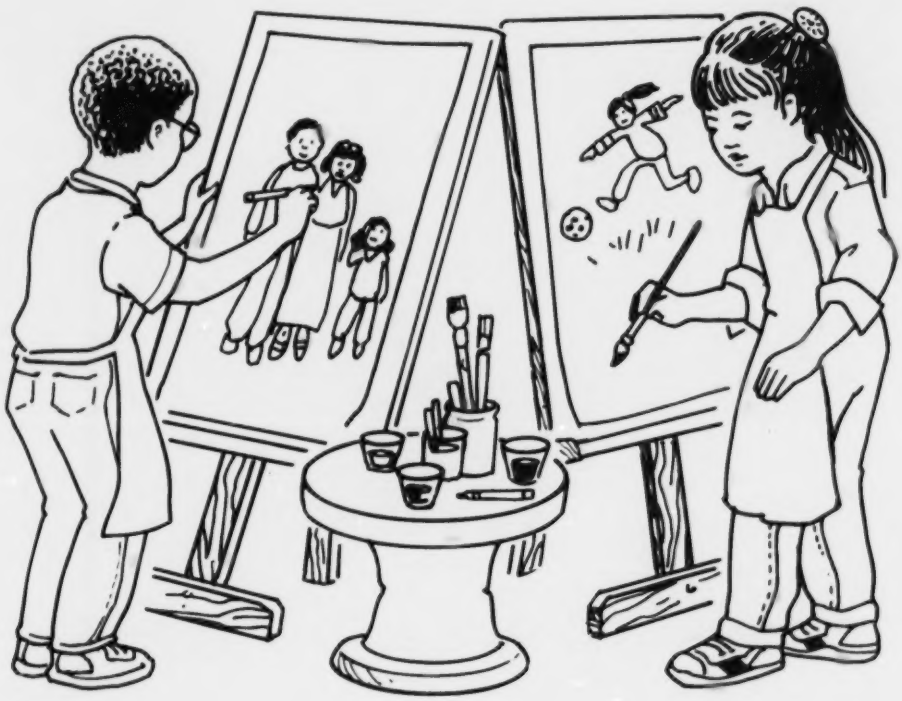
Window 2
Paint Pots

- **Activity**
  Making paint from natural dyes; painting stones and pictures
- **Materials**
  Berries (blueberries, raspberries, grapes, and so on), paintbrushes, pots, hot plate, cups, paper, smocks to cover clothes, smooth stones

1. Boil different kinds of berries in pots until the berries boil down to a thick juice. Let the berry juice cool. (If you prefer, you could purchase a variety of juices and start the activity with step 2.)
2. Pour the berry juice into cups and give students paintbrushes. Distribute paper and have students test the colors to see which produce the strongest hues. Experiment by adding more berries or mixing different kinds of berries to create a variety of colors.
3. Remind students that Little Gopher painted pictures of his People and their lives. Have students use the juice paints to make pictures showing events at home or at school. Or, they may wish to decorate smooth stones with the berry juice, as Little Gopher did. (Since the berries may stain clothes, make sure students wear aprons or art smocks while painting.)



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Window 3
Native Americans of Your Region

- **Activity**
  Finding out about Native American life in your region
- **Materials**
  Map of Native American groups (page 60), picture resource books and video-cassettes of local Native American culture groups

1. Point out that today Native Americans live in many different ways and in different places than they did long ago. Some still live in groups on special lands, while others do not. Tell students that the map on page 60 shows where many Native American culture groups in the United States lived almost 200 years ago. Read some of the names on the map, including those in your area. If any students have historical information about Native Americans in your area, invite them to share it.

2. If possible, arrange a field trip to a museum that contains exhibits about Native Americans in your area. Show students resource books and video-cassettes. Talk about everyday life of the cultures long ago. You may also wish to invite a resource person, preferably Native American, to talk to students about the status and achievements of Native Americans in your area today.

3. Have students draw pictures that show aspects of Native American life. Display their pictures on a bulletin board.

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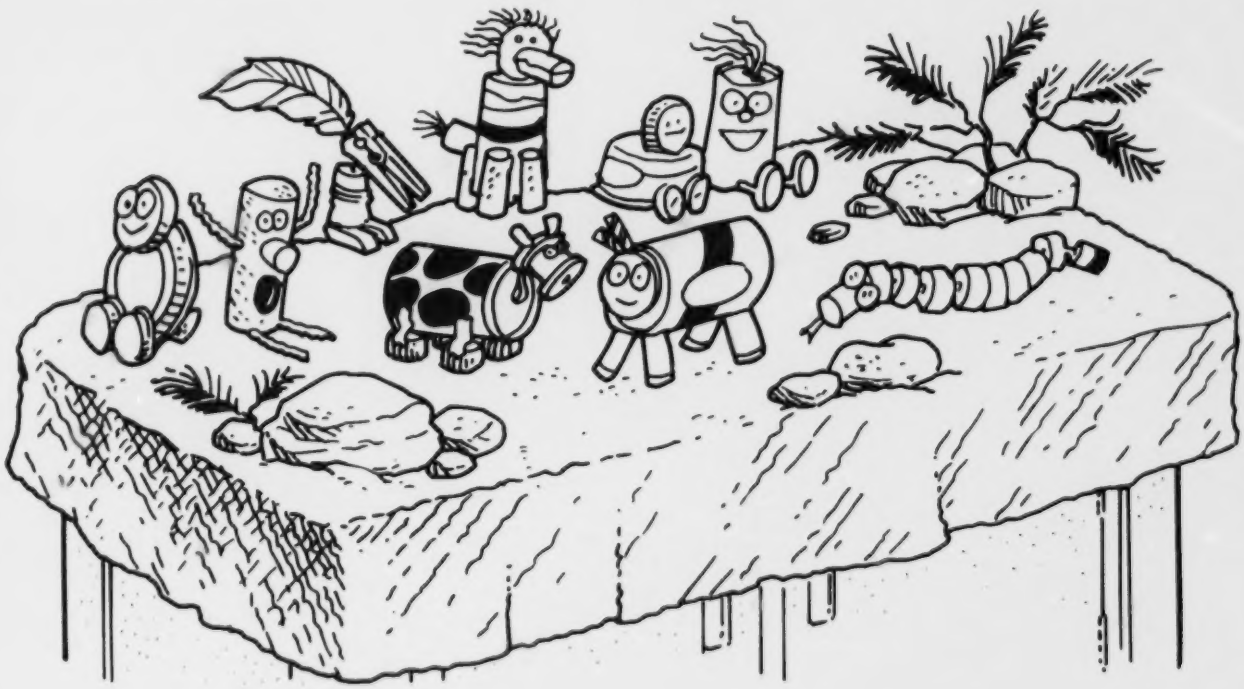
Window 4
Art from Scraps

- **Activity**
  Making toy figures from recycled materials
- **Materials**
  Small objects (for example, bottle caps, pieces of wood, leather and fabric scraps, craft sticks, cans, buttons, toilet paper rolls, clothespins), paste, glue, string

1. Point out to students that children have always made toys. They make them from leftover materials and things that they find. Have students talk about toys they have made. Remind students that Little Gopher made toy warriors and animals from scraps of leather and pieces of wood. Show students the picture on the second page of the book that shows some of Little Gopher's creations.
2. Set out some recycled objects. Invite students to make their own people and animal figures.
3. When the figures have been completed and are dry, have students use them for imaginative play. If students painted stones in Window 2, they can include them as scenery.



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Tikki Tikki Tembo

retold by Arlene Mosel

a Chinese folktale

Story Concepts

- traditions
- changes in traditions
- respect for elders
- *pourquoi* folktales

Story Summary

At the beginning of this gently humorous folktale, we learn of the ancient custom of all Chinese fathers and mothers of giving their first and honored sons great long names and second sons very short names. The younger son in this tale is called Chang, and the elder son is called Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo. Every morning, the mother and sons go to a stream, where the mother does the wash and the boys play near an old well. When Chang falls into the well, his elder brother runs to his mother, who sends him to the Old Man With The Ladder, who fishes Chang out of the well. Months later, when the elder brother falls in, Chang runs to tell his mother and is told to speak his brother's full name with reverence. This takes time, and the whole process must be repeated with the Old Man With The Ladder. By the time Tikki tikki tembo is rescued, he has been underwater quite awhile. Because of this experience, the tale says, the Chinese have used only short names from that day on.

For Display

picture books about ancient China

traditional Chinese clothing

Chinese kites

On the Map

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word bank

bank: the land along the edge of a stream or river

custom: a usual way of acting or doing something

honored: admired and respected

word bank

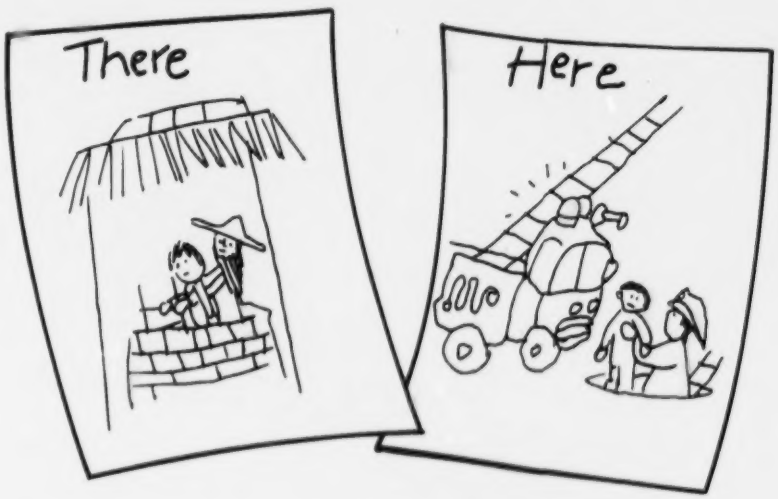
Follow-Up Questions

Questions to ask after reading the story:

- Chang and Tikki tikki tembo were also called "Little Blossom" and "Precious Pearl." Why do you think they were called those names? Does your family have a nickname for you?
- What things did the people in the story say that showed they respected and honored each other?
- Who fell into the well first? How was his problem solved? Who fell into the well next? Why was his problem more serious?
- Do you think this folktale was funny? Why or why not?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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Window 1
Journeys on a Story Map

- **Activity**
  Tracing the events of a story on a story map
- **Materials**
  Copies of the story map (page 61), colored pencils or crayons

1. Distribute copies of the story map and two different colored pencils or crayons. With students, identify the house, the stream, the well, and the Old Man With The Ladder on the hill.
2. Tell students to listen carefully as you reread *Tikki Tikki Tembo*. Explain that students will follow the events of the story by tracing routes on the map. Suggest that students use a different color for each trip to the well.
3. After rereading the story, have students compare their maps to make sure they followed the correct paths. Then give them time to color the maps. Students may wish to refer to the maps when they do Window 3.

Two possible routes are shown here with dots and x's.

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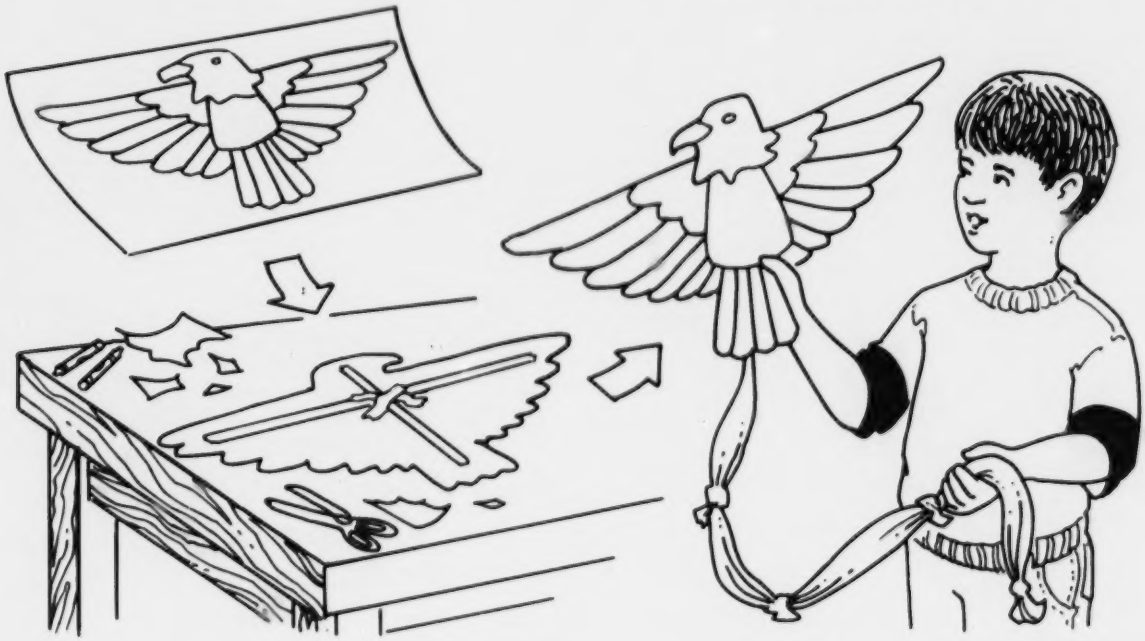
Window 2

Butterfly Kites and Birds on Sticks

- **Activity**
  Making paper kites and toys
- **Materials**
  Balsa wood sticks, butcher paper, strong glue, kite string, long rounded sticks or giftwrap rolls, cardboard, colored tissue paper, construction paper, coloring materials, ribbon, scissors, stapler, tape

1. Tell students that the Chinese were probably the first people to fly kites, and that they have flown them for about three thousand years. Go through the book, pointing out pictures of kites, as well as figures and decorations on sticks.
2. Have students make their own kites and toys on sticks. For kites, have students make frames with balsa wood, then draw designs or animals on butcher paper before cutting them out and gluing them to the frames. Have students add kite tails for balance. A good resource for kites is *Kite Flying Is For Me* by Tom Moran (Lerner Publications Company, 1984).
3. For toys on sticks, let students outline birds or other animals on sturdy cardboard, then use colored tissue paper or construction paper layered in patterns as decorations. Students can use ribbons as streamers. The animals and streamers can be fastened to the sticks or giftwrap rolls with staples or tape. A few students might want to work together to create a giant dragon like the one in the book.
4. Students can fly their paper kites, have a parade with their kites and toys, or use them as props in Window 3.



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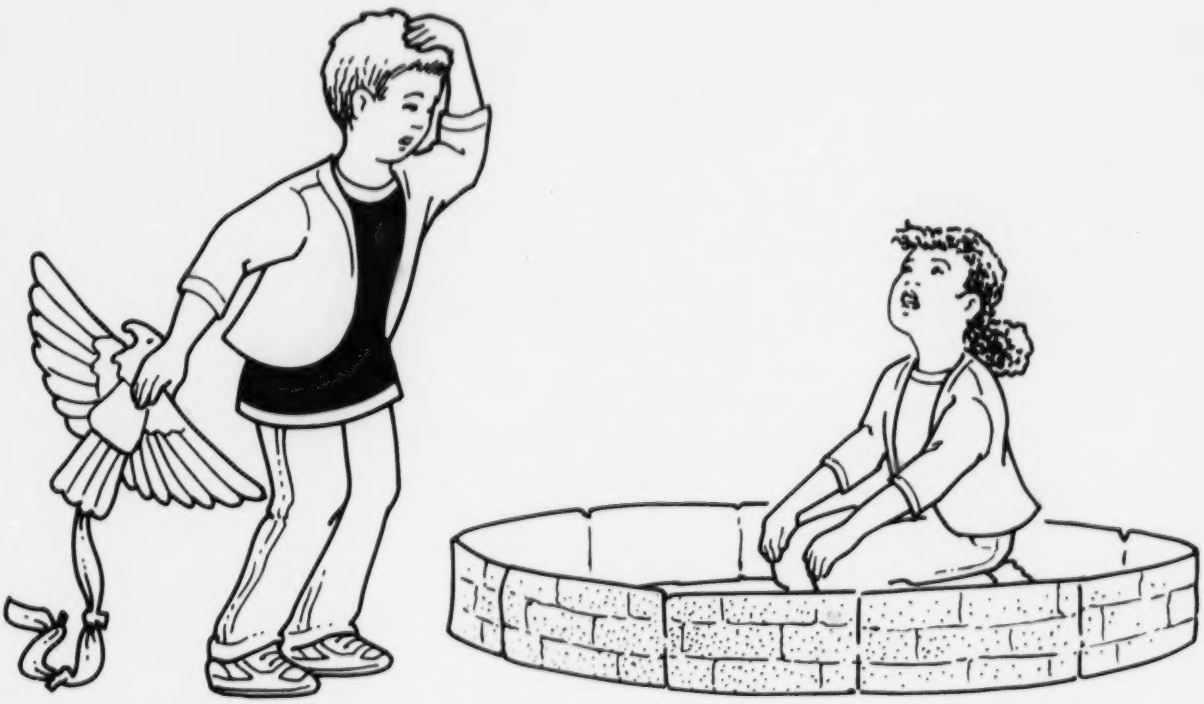
Window 3
Staging the Action

- **Activity**
  Reenacting story scenes
- **Materials**
  Props (for example, wooden stepladder, kites); simple sets (for example, blue towel for the stream, chair and table for the house); costumes, if desired; sign with Tikki tikki tembo's full name

1. Set up a stage area in your classroom, and use simple sets to represent the house, the well, the stream, and the hill in *Tikki Tikki Tembo*. Provide costumes and props. (See Materials for suggestions.) Hang the sign of Tikki tikki tembo's name on the wall, so students can read it when reenacting the scenes.
2. Invite four volunteers to act out the first scene from the story. Have each of the students assume a different role: Mother, Old Man With The Ladder, Chang, Tikki tikki tembo. After each scene, you can choose a new set of four volunteers to continue the story.



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Window 4

Safety Do's and Don'ts

- **Activity**
  Making a list of safety rules
- **Materials**
  Writing materials

1. Remind students that the boys' mother told them to stay away from the well. Point out that the boys got into serious danger when they disobeyed her. Ask students if they have ever learned a safety lesson the hard way.
2. Discuss with students how they might word the rule the boys needed to obey (e.g., *Don't climb up on the well*).
3. Divide the class into small groups, and ask each group to brainstorm some safety rules. Have a recorder in each group write down the rules.
4. Have groups present their rules. As a class, discuss why each rule is important.

Safety Rules
1. Look both ways before crossing the street.
2. Cross in the crosswalk only.
3. Wear a helmet when riding a bicycle.
4. Don't play with matches.
5. Don't swim by yourself.

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The Woman Who Outshone the Sun

from a poem by Alejandro Cruz Martinez
pictures by Fernando Olivera

a legend of the Zapotec Indians of Oaxaca, Mexico

Story Concepts

- cruelty, compassion, kindness
- behavior and consequences
- river and nature
- wisdom of elders

Story Summary

Nature loves Lucia Zentano. The day she arrives as a newcomer to the village, she brings with her thousands of dancing butterflies and brightly colored flowers. Her hair is so glorious that when she bathes in the river that runs by the village, the river rises from its bed and flows through her tresses. Although she does them no harm, the people of the village grow frightened of her powerful bond with nature. Because they can't understand it, they treat her cruelly and drive her from the village. When Lucia says her farewell to the river, it flows into her hair and refuses to leave her; thus the river accompanies Lucia to a faraway cave where she seeks refuge. The people of the village are left with no water, and a devastating drought ensues. Finally, the villagers travel to the cave to ask for Lucia's forgiveness and the return of their river. Lucia complies after telling the villagers that they must learn to treat everyone, even those who are different, with kindness.

For Display

an iguana (real or toy)

picture books about Mexico

On the Map

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word bank

compassion: pity for the suffering of others and a desire to help

drought: a very long period of dry weather

iguana: a large, harmless lizard of tropical America

word bank

Follow-Up Questions

Questions to ask after reading the story:

- What made Lucia Zenteno so unusual? Would you have been afraid of her?
- What did the villagers learn about nature? What did they learn about how to treat people?
- How do you feel when people are mean or cruel to you? How do you make yourself feel better?
- Look at the pictures. What things are real? What things could not happen? Why do you think the artist drew the pictures that way?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

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Window 1
Water Wisdom

- **Activity**
  Tracking water use and discussing water conservation
- **Materials**
  Copies of the water use tally sheet (page 62)

1. Point out that the villagers discovered how important water was in their everyday lives. Have students name ways they use water every day. List the ways on the board.
2. Distribute copies of the water use tally sheet. As a class, read and discuss each entry. Have students agree on a day to fill out the sheet. On that day, they should take the sheet everywhere with them, making a tally mark in the appropriate place every time they use water. Ask students to tally household tasks, such as using a dishwasher, even if they don't personally perform those tasks. For *Other*, have students note additional ways they used water that day.
3. Have students total their tally marks for each entry. Hold a class discussion about the results. *Were you surprised at how many times you used water? How did you use water most often? Least often? Were any of the uses unnecessary? What are some ways people can conserve water?*

Wash hands	𝍸	Wash dishes	1
Drink water	𝍸 1	Make a salad	1
Flush toilet	11	Give pet water	11
Brush teeth		Water plants	

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Window 2
Mariposas, Butterflies

- **Activity**
  Creating illustrated word cards and playing bilingual matching games
- **Materials**
  Index cards, drawing and writing materials

1. To give students an idea of how the story sounds in Spanish, have a Spanish-fluent student or adult read aloud a few pages of the book.
2. If any students speak Spanish, have them name some Spanish words from the story and give the English translations. Write the Spanish and English words in two columns on the board. Then add these words and read them aloud: *mariposas*, butterflies; *flores*, flowers; *cabellera*, hair; *iguana*, iguana; *sol*, sun; *río*, river; *árboles*, trees; *peces*, fishes; *pájaros*, birds; *cueva*, cave.
3. Divide students into pairs, providing each pair with index cards. Invite one partner to write a Spanish word from the board and draw a picture of it, while the other partner writes the English translation of the word and draws a picture, too. Pairs of students may make one or several sets of word cards.
4. Gather together all the cards. When students have free time, they can work in small groups to play games, such as Bilingual Concentration or Go Fish.

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Window 3
A Letter to Lucia

- **Activity**
  Writing a class letter from the villagers' point of view
- **Materials**
  Chart paper, felt-tip pen

1. Discuss the following questions with students: *How did the villagers treat Lucia? How did that make Lucia feel? What happened when Lucia left the village? How did the villagers feel when they lost their river?*
2. Have students imagine that they are the villagers and have lost their river. Encourage students to dictate a letter to Lucia that includes these topics:
   - How they treated Lucia
   - How they feel about their behavior now
   - Why they need their river back
   - Their ideas for a solution to their problem with Lucia
3. As students dictate sentences, write them on chart paper.

Dear Lucia,
We are so sorry we were cruel to you. We were afraid of you because you are different. We don't blame you for taking our river, but we need it back. We're so thirsty, and everything is turning brown. Our animals are suffering. Please give us back our river, and we will not be mean to you anymore.
Sincerely,
The people of the village

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Window 4
If Lucia Came to Our Town

- **Activity**
  Creating local scenarios for a legendary figure
- **Materials**
  Drawing and writing materials

1. Tell students that legends often tell about impossible happenings and about characters who possess supernatural powers. Go through the book with students, pointing out the fantastic aspects of some of the illustrations, such as a woman riding on a bird (page 9) and a huge Lucia embracing the pueblo (page 31).
2. Remind students that nature loved Lucia. Ask students to imagine that Lucia will visit your community. *What natural features in or near our community might fall in love with her?*
3. Invite students to draw pictures and write sentences about what might happen on Lucia's visit. Give students time to share their pictures. Encourage students to talk about what would happen in your community if that piece of nature were to leave with Lucia.

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A Story–A Story

retold and illustrated by Gail E. Haley

an African folktale

Story Concepts

- African "spider stories"
- recurring themes in folktales
- tales told through the generations
- language traditions of the African culture

Story Summary

In many African "spider stories," small, defenseless characters use their intelligence to outwit more powerful beings. In this African folktale, a storyteller tells a group of children how Ananse the Spider man brought stories to the earth. The storyteller relates how at one time there were no stories on earth; they all belonged to Nyame, the Sky God. Ananse wanted to buy the stories, so he spun a web to the sky. Nyame's high price for the stories was that Ananse had to bring him Osebo the leopard of-the-terrible-teeth, Mmboro the hornet who-stings-like-fire, and Mmoatia the fairy whom-men-never-see. Ananse devised plans that tricked each of the creatures into captivity. He brought his prisoners up to Nyame, who rewarded him with a golden box of stories. When Ananse opened the box, the stories scattered to the corners of the world.

For Display

African "spider stories"

African dolls and gourds

On the Map

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word bank

calabash: the hollow shell of a bottle gourd, used as a container

court: a ruler and the people who serve him or her

nobles: people of high birth or rank

word bank

Follow-Up Questions

Questions to ask after reading the story:

- What did Ananse want from Nyame? Why, do you think, was getting that thing important to him and the people of his village?
- What stories have been handed down to you? How are they important?
- Would you say Ananse was more powerful or less powerful than Osebo, Mmboro, and Mmoatia? Explain your answer.
- At the end, the storyteller says about his story: "If it be sweet, or if it be not sweet, take some elsewhere, and let some come back to me." What does this statement mean?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

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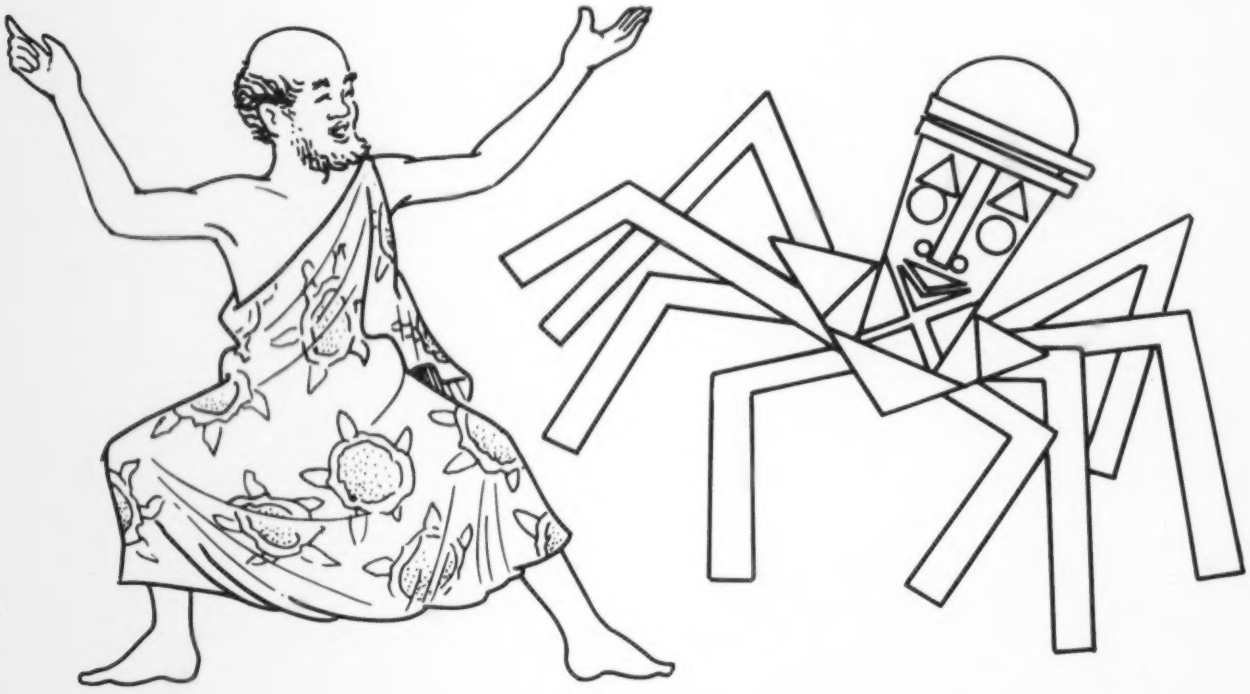
Window 1
Ananse Tales

- **Activity**
  Comparing African spider stories
- **Materials**
  African spider stories

1. Tell students that there are many African folktales about Ananse. Note that Ananse is sometimes a man and sometimes a spider.

2. Read aloud or play recordings of other African spider stories. You can find titles at your local library, or look for the following: *Anansi Finds a Fool* by Verna Aardema (Dial Books for Young Readers, 1992); *Anansi the Spider* by Gerald McDermott (Scholastic, Inc., 1972); "Anansi and the Elephant Go Hunting" on the audiocassette *Tales from Africa* by Harold Courlander (Spoken Arts, Inc., 1983); "Anansi the Spider in Search of a Fool" in *The Ox of the Wonderful Horns and Other African Folktales* by Ashley Bryan (Atheneum, 1993).

3. As you read or listen to each selection, ask students to discuss these questions: *Does Ananse look like a spider or a man? What trouble or challenge does he have? How does he meet the trouble or challenge? What does the story teach or explain? How is this story like other Ananse stories? How is it different?*



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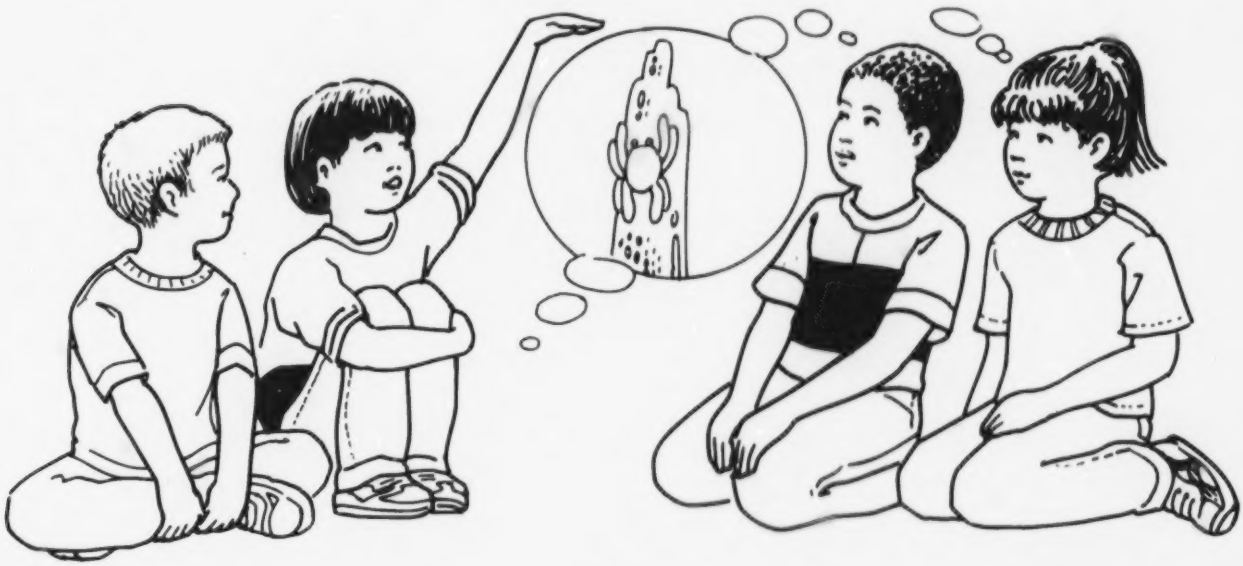
Window 2
A Circle of Storytelling

- **Activity**
  Creating an Ananse story
- **Materials**
  None

1. Ask students to compare listening to a story to reading a story. *Which is harder to do? What do you like about each? What other ways are there to learn stories?*
2. Tell students that they are going to create an Ananse "circle story," in which each student makes up part of the tale. As a class, discuss the following: *Will Ananse be a man or a spider? Where will the story take place? Who will some other story characters be?*
3. Remind students that in African tales words are repeated for emphasis. Have students give examples, such as *so high, so high, so high*. Remind students that the words *yiridi, yiridi, yiridi* described Ananse running along a path in *A Story–A Story*.
4. Have students sit in a circle and use their ideas and the techniques described in step 3 to create another Ananse story. You may wish to begin and end the story with the words of the African storyteller at the beginning and end of *A Story–A Story*.



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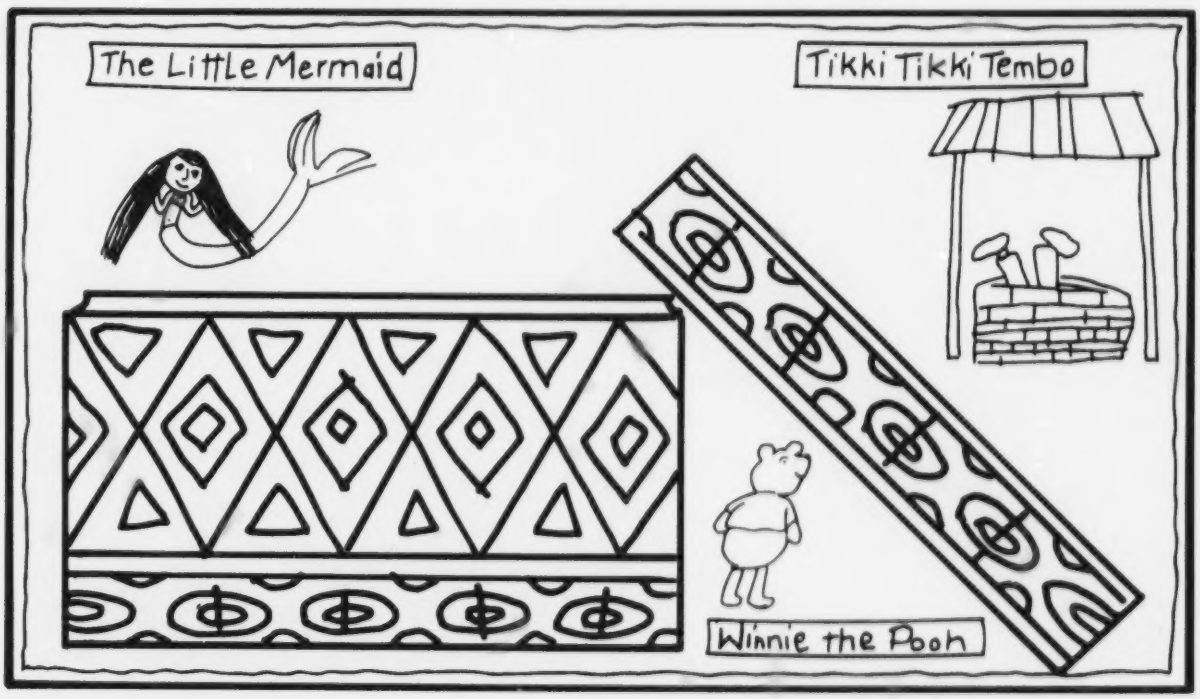
Window 3
A Golden Box of Stories

- **Activity**
  Identifying, drawing pictures for, and describing favorite stories
- **Materials**
  A "golden box" (cover a box with gold or yellow paper, or make a bulletin board display out of paper), drawing materials

1. Remind students that all the stories of the world were contained in a golden box. Show students the open box on the last page of the book. Have students talk about what kinds of stories the pictures might be about.
2. Call attention to the box you have prepared. Encourage students to pretend that the box is letting out all their favorite stories. Have students draw pictures showing characters or important things in their favorite stories. Then students can write or dictate the names of the stories.
3. Give students time to share their pictures. Have students talk about where they first heard the stories, and where the stories originated. Hang the pictures on the wall, and encourage students to refer to them when they are looking for ideas for new books to read.



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Window 4
A World of Stories in One Room

- **Activity**
  Distinguishing between fiction and nonfiction; visiting a library
- **Materials**
  Picture book about Africa, selection of fiction and nonfiction books about animal characters

1. Hold up the book *A Story–A Story*. *Is this story about a real person who lived in Africa? How do you know?* (no, because a real person wouldn't be able to spin a web to the Sky World)
2. Hold up a picture book about Africa. Show students a sampling of pages and read some text. *Is this book about a real or made-up place? How do you know?* (real; the photos and text are realistic)
3. Tell students that some books are about made-up things, and others are about real things. One at a time, hold up the nonfiction and fiction books about animals, and have students tell whether they are about real or make-believe things.
4. Remind students that Ananse brought stories to the world. *Where in our school and in our community can we find a world of stories?* (the library)
5. Arrange a class trip to a library. Younger students might simply want to tour the library and browse through the picture books. Older students might want to find out about nonfiction topics. Or, students could use the title index to locate books that were recommended in Window 3.

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Momotaro, the Peach Boy

retold and illustrated by Linda Shute

a traditional Japanese tale

Story Concepts

- land and water forms
- generosity and kindness
- leadership and responsibility
- heroism and courage

Story Summary

This tale, over one thousand years old, begins in the home of a kindly elderly couple. "If only we had a child," the woman says. Her wish is granted in a most unusual way, when a huge peach she has found splits open and a baby jumps out. The couple name the boy *Momotaro*, or Peach Boy, and he grows to be kind, brave, and strong. When he is fifteen years old, he sets off to fight the *oni*, demons who attack and rob people. His parents give him three dumplings to keep him strong on his journey. On his way to the island of the *oni*, he comes across three hungry animals: a dog, a monkey, and a pheasant. To each, he gives one of his dumplings. Because of his kindness, the three join him in his fight with the *oni*, and their combined efforts lead to victory. The four heroes take the *oni*'s stolen treasure and return it to the people. With the leftover gold and silver, Momotaro, the animals, and Momotaro's parents live together in peace and plenty.

For Display

peaches

Japanese fans

Japanese scroll paintings

On the Map

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word bank

cliffs: high, steep rock faces rising sharply above land or water

plain: a large area of level land

Refer to the source notes at the back of the book for a list of Japanese words and their pronunciations and definitions.

word bank

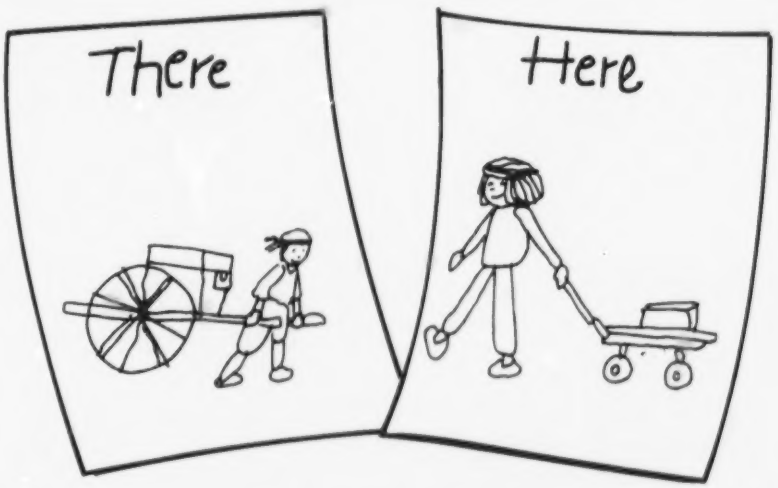
Follow-Up Questions

Questions to ask after reading the story:

- How did Momotaro's parents show that they loved him? How was Momotaro a good son?
- In Japanese tales, dogs and monkeys are natural enemies. How did Momotaro solve this problem?
- What other things did Momotaro do to show he was a good leader?
- The *oni* greatly outnumbered Momotaro and his friends. Why do you think the small group won the battle?

THERE AND HERE

Have students choose something in the story to illustrate and compare with the same thing in his or her life.



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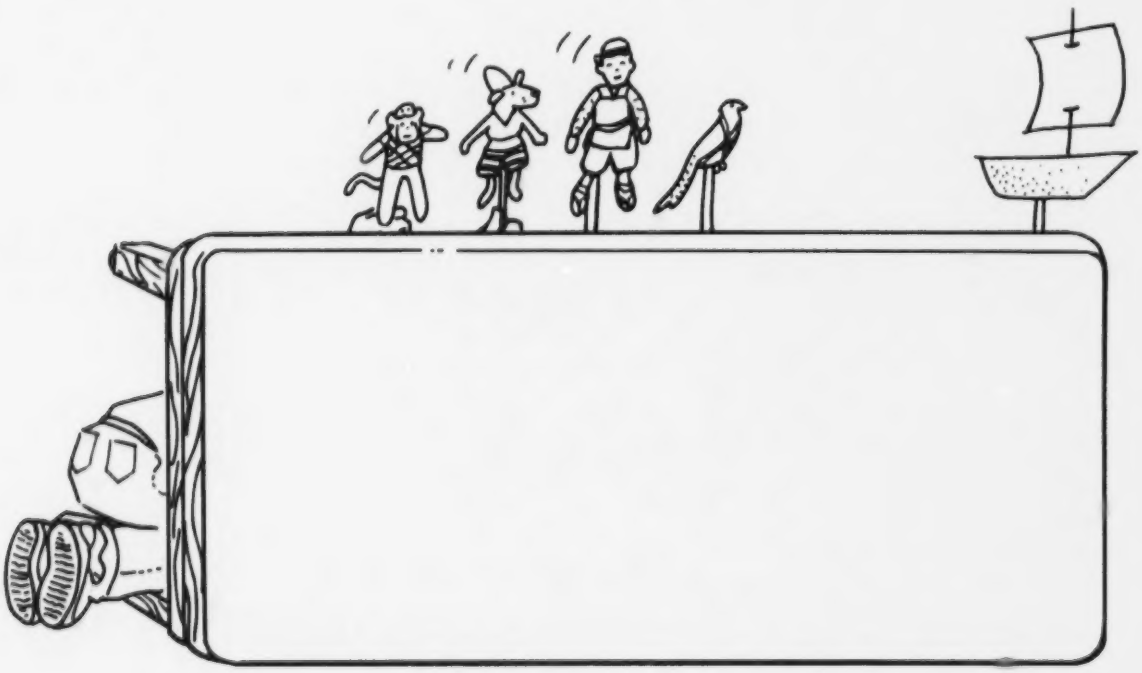
Window 1
Peach Boy Puppets

- **Activity**
  Making puppets and having puppet shows
- **Materials**
  Construction paper, scissors, drawing materials, craft sticks or straws, tape, simple props

1. Tell students that in long-ago Japan, folktales were often performed as puppet shows. Explain that *Momotaro* was often performed this way.
2. Have students make stick puppets for the characters in the story: the old woman, the old man, Momotaro, the dog, the cat, the pheasant, and several *oni*. Students may want to include a peach puppet and puppets for Momotaro when he was a baby and a young boy. Students could make their puppets by drawing the characters on construction paper, coloring them with felt-tip pens, cutting them out, and attaching them to sticks with tape. In a similar way, students could make props for the story: the treasure box and boat, for example.
3. A tabletop turned on its side can be used for a stage. Give groups of students time to have dramatic play with their puppets. Older students may wish to use the puppets to act out the story as you reread it aloud.



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Window 2
Good Leaders

- **Activity**
  Identifying leadership qualities and leaders
- **Materials**
  Writing and drawing materials

1. Discuss with students qualities of a good leader. Have them identify leaders at school or in your community.
2. Point out that Momotaro was a good leader. Ask students to give examples from the story that show his leadership qualities (for example, he gained the animals' loyalty, found a way to make the dog and the monkey get along, and made up a plan for winning the battle against the *oni*).
3. Have students name leaders in your community, state, and country. Tell students that people, such as city mayors, state governors, and presidents of the United States are all leaders in government. Have students talk about other kinds of leaders.
4. Invite students to draw pictures and/or write a few sentences about leaders they admire. Give students time to share their pictures and descriptions.

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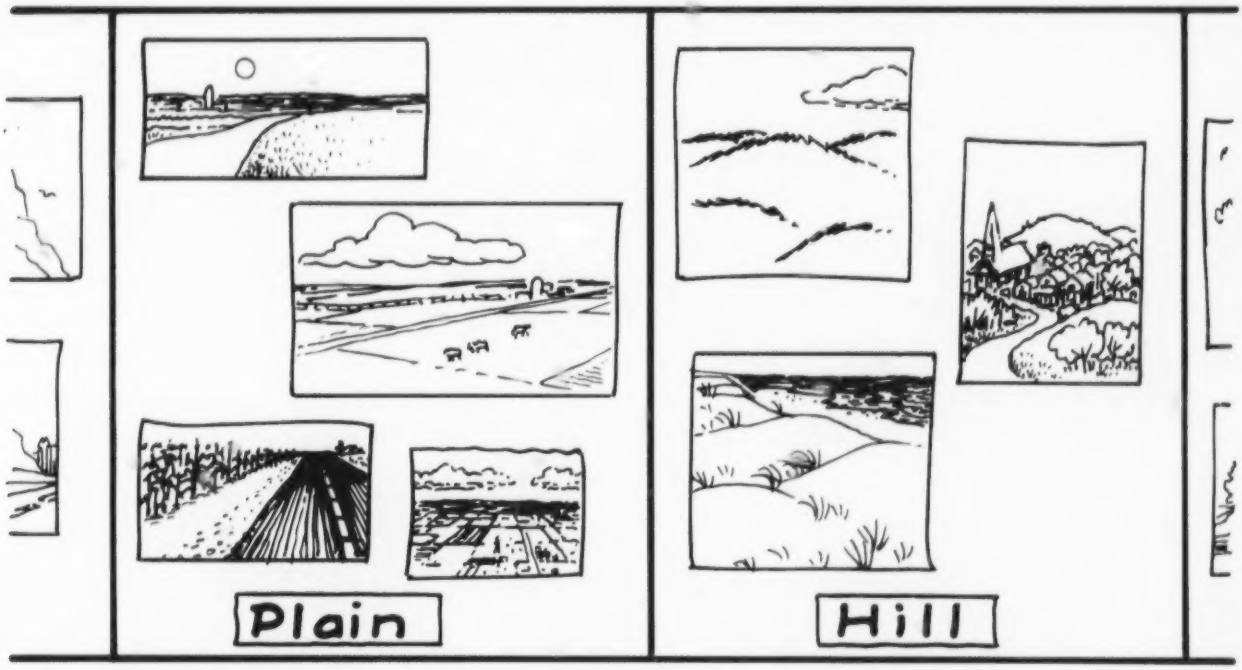
Window 3

Mountains, Plains, Islands, Seas

- **Activity**
  Making a landform collage
- **Materials**
  Copies of the land and water forms sheet (page 63), coloring materials, old nature magazines, including *National Geographic*, a long sheet of butcher paper, scissors, paste

1. Help students identify the following land and water forms as you show them the pictures in the book: *stream*, *forest*, *hill*, *mountain*, *plain*, *sea*, *island*, *cliff*.
2. Along the wall, hang a very long sheet of butcher paper. Across the bottom, evenly spaced, write the following words: *river*, *lake*, *ocean*, *island*, *plain*, *hill*, *valley*, *mountain*, *forest*, *desert*. Distribute copies of the land and water forms sheets, which contain pictures of these terms. Go over each item with students, making sure they understand all the terms. Students may wish to color their sheets.
3. Provide students with a variety of old nature magazines. Have students cut out examples of each kind of land and water form; have them paste their pictures in the appropriate segment of the long sheet of butcher paper. Keep the landform collage up awhile, so that students may add to it as they come across appropriate pictures.



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Window 4
The Lesson in the Folktale

- **Activity**
  Recognizing that folktales often teach lessons; creating new tales having the same lessons
- **Materials**
  Writing and drawing materials

1. Tell students that folktales around the world contain lessons about life. Give students examples of lessons in stories you have already read. Have students guess which stories these lessons are about, and discuss the messages: "A small quarrel may lead to big trouble." *(A Drop of Honey)*; "Because you have been faithful to your people and true to your gift, you shall find the colors you are seeking." *(The Legend of the Indian Paintbrush)*.
2. Ask: *What lessons can you learn from* Momotaro? Guide students to create sentences expressing the lessons; for example, *Kindness and generosity will be rewarded. People are stronger when they work together.* Write the sentences on the chalkboard.
3. Have students brainstorm a list of lessons they have learned from other folktales. Write the list on the chalkboard.
4. Have students choose one lesson from the chalkboard and create a new tale that contains that lesson. Invite them to write and illustrate their tales.

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Llama and the Great Flood

retold and illustrated by Ellen Alexander

a folktale from Peru

Story Concepts

- geography of the Andes
- origin stories (great flood)
- heritage and continuity through the generations
- beliefs about animals and nature

Story Summary

High in the Andes of Peru are native peoples who live much the way their ancestors lived long ago. Their llamas are very important to them, for it was one llama, according to this folktale, that saved the Quechua people from destruction. In ancient times, a llama dreamed that the sea was going to flood the world. The dream so upset the llama that he cried all the time and grew thin. When his owner became angry, the llama told him that the world would flood within five days, and that only the top of Willka Qutu would be spared. The man gathered his family and hiked to the top of the highest mountain, where animals of every kind were gathered. True to the llama's dream, the world flooded, and only the people and animals at the top of Willka Qutu survived. And all the people and animals born since then, legend has it, are the children of those who hiked to that high mountaintop in the Andes.

For Display

picture books and videocassettes about the Andes and Peru

traditional Andean clothing and pottery

Great Flood stories

On the Map

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word bank

Inca: an ancient empire of South America, and the people who lived in it

llama: a woolly-haired South American animal; similar to the camel but smaller and without a hump

native: one of the original inhabitants of a place

Quechua: a language spoken by the Inca people

word bank

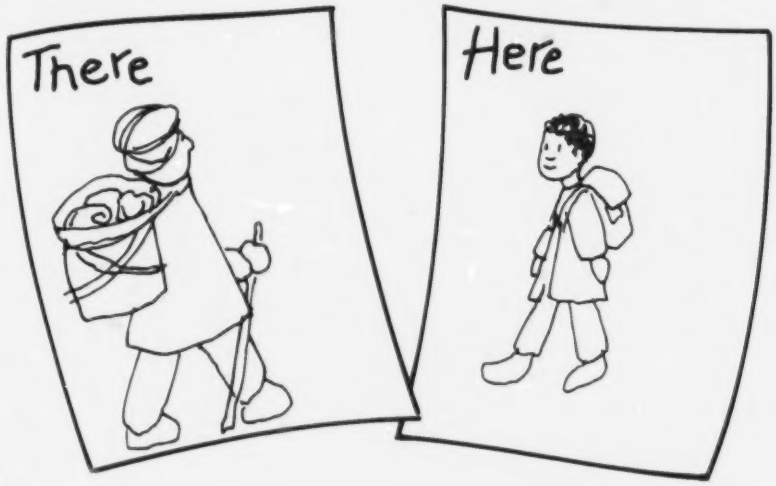
Follow-Up Questions

Questions to ask after reading the story:

- Why was the llama's owner angry? Why was it important to him that the llama eat?
- The llama was a hero in the story. What does that tell you about how the Quechua people feel about llamas?
- Would you have gone to the top of Willka Qutu if the llama had told you his dream? Why or why not?
- The people of the Andes believe in the "aliveness" of things in nature. Look again at the story illustrations. Can you find rocks and mountains that look human?
- Have you ever heard a story about a great flood that destroyed people and animals? How was it like this story? How was it different?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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Window 1
Making Mountains

- **Activity**
  Making a mountain range
- **Materials**
  Modeling clay, plastic dishpan

1. Look through *Llama and the Great Flood* with students, pointing out details of the Andes Mountains. Note in particular the peaks and valleys.
2. Let students use modeling clay to make their own mountains. Students may wish to work in pairs.
3. Invite students to put the mountain range together in the dishpan. Discuss the valleys and peaks students have created. Choose the highest peak—or add to one—and name it Willka Qutu.
4. Tell students that they will use the mountain range in Window 2.

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Window 2
The Great Flood

- **Activity**
  Recreating the flood scene from the story
- **Materials**
  Mountain range in dishpan from Window 1, watering can(s) with water, plastic figures of animals and people

1. Tell students that they are going to recreate the flood scene from the story. Review the sequence of events on pages 21 through 29 in the book.
2. Invite students to set up their plastic figures in the mountain range.
3. Use the watering can(s) to recreate the flood. As you reread aloud the events from the story, let some students move the family pieces and some of the animal pieces up the mountain to the peak of Willka Quta. At the same time, have other students take turns using the watering can(s) to create the rain that caused the flood. Have students continue watering until only the peak of Willka Quta remains uncovered.

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Window 3
What Would You Bring?

- **Activity**
  Making lists of items for survival; distinguishing between needs and wants
- **Materials**
  Writing materials

1. Have students look again at the pictures on pages 22, 26, and 33 and talk about what the family took with them to the mountaintop. *What items did the family need to take?* (examples: food, clothing, blankets for shelter and warmth) *What did the family take that were not needs?* (example: the flute) Have students discuss why people might have taken items like the flute.
2. Divide the class into groups. Tell students to imagine that there will be a great flood where they live, but they can escape to a safe place, such as a mountaintop. They can take only ten items with them. Have them work in groups to make lists of items. The lists can include both needs and wants. Assign a student in each group to be the recorder.
3. Have groups present their lists to the class. Have the class discuss the items; for example, a group might have a car as an item on its list, but the class might point out that once the car was returned from the mountaintop, there would be no gas stations to refuel it.
4. Have students vote on a "master list" of ten items.

1. Food
2. Clothes
3. Tent
4. History book
5. Matches and lighters
6. Tools (saws, hammers, axes)
7. Containers of water
8. Rope
9. Photo album of family and friends
10. Favorite game

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Window 4
Patterns in Latin American Art

- **Activity**
  Using Central and South American pattern designs decoratively
- **Materials**
  Copies of Latin American designs (page 64), coloring materials and paper, paper bags (optional)

1. Explain to students that patterns and repeating designs have always been used in Latin American cultures. Go through the book with students, pointing out the patterns on the clothing and pottery in the illustrations. Note also the patterns around the text on the first and last pages of the book.
2. Distribute copies of the Latin American designs. Tell students that these are just a sampling of designs used in Central and South America to decorate objects, such as pottery, clothing, jewelry, woodcarvings, metalwork, and other fine arts.
3. Invite students to color the designs on their sheets. Suggest that students use these patterns and designs—or create their own to use—to decorate something. Some options include making paper bag book covers with patterned edges, or designing borders for a favorite drawing or story.

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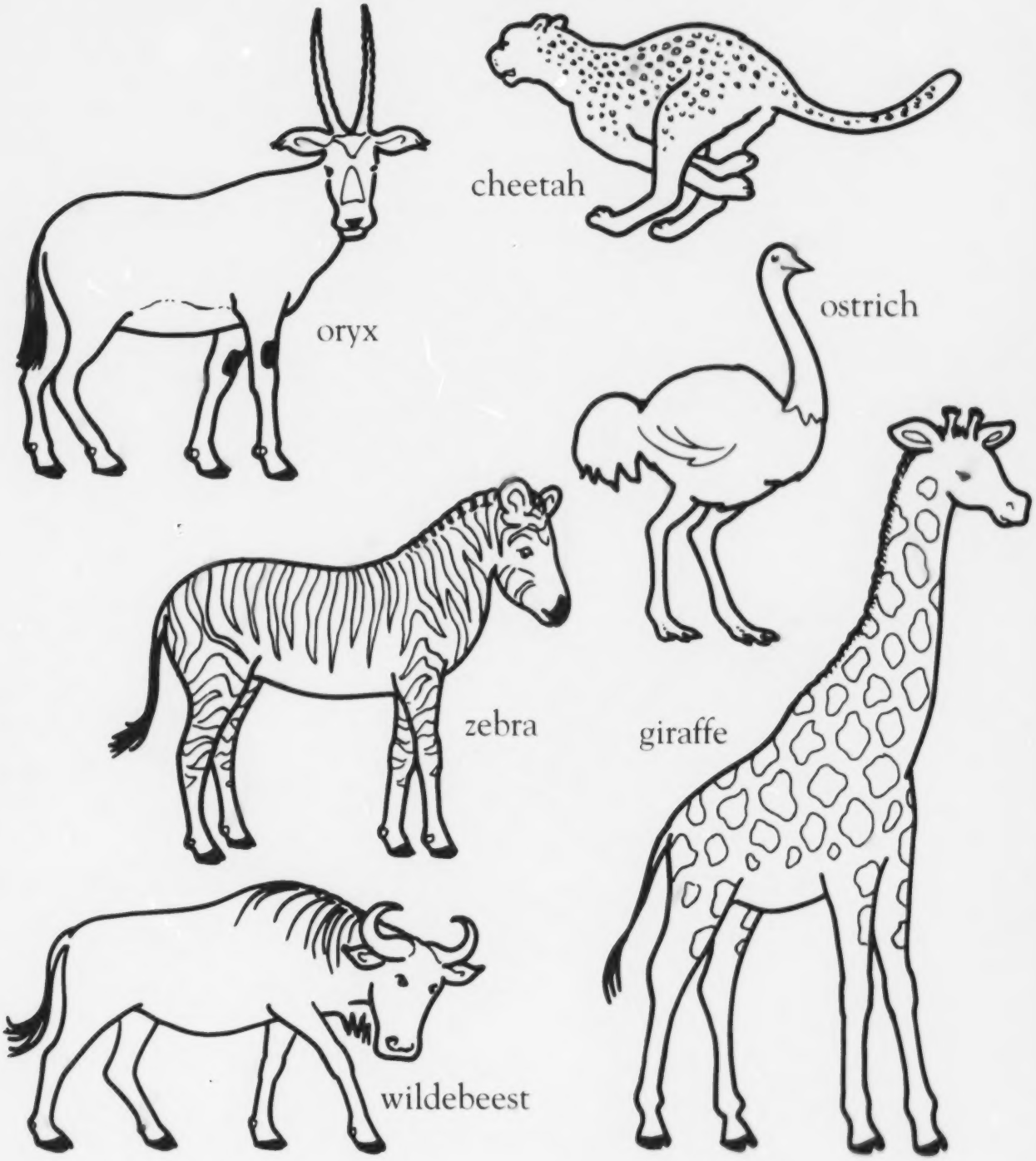
Animals of Kenya



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State Flowers

Alabama	camellia
Alaska	forget-me-not
Arizona	Sequaro cactus blossom
Arkansas	apple blossom
California	golden poppy
Colorado	Rocky Mountain columbine
Connecticut	mountain laurel
Delaware	peach blossom
Florida	orange blossom
Georgia	Cherokee rose
Hawaii	hibiscus
Idaho	syringa
Illinois	native violet
Indiana	peony
Iowa	wild rose
Kansas	sunflower
Kentucky	goldenrod
Louisiana	magnolia
Maine	white pine cone and tassel
Maryland	black-eyed Susan
Massachusetts	mayflower
Michigan	apple blossom
Minnesota	pink and white lady's slipper
Mississippi	magnolia
Missouri	hawthorn
Montana	bitterroot
Nebraska	goldenrod
Nevada	sagebrush
New Hampshire	purple lilac
New Jersey	violet
New Mexico	yucca flower
New York	rose
North Carolina	dogwood
North Dakota	wild prairie rose
Ohio	scarlet carnation
Oklahoma	mistletoe
Oregon	Oregon grape
Pennsylvania	mountain laurel
Rhode Island	violet
South Carolina	yellow jessamine
South Dakota	American pasqueflower
Tennessee	iris
Texas	bluebonnet
Utah	Sego lily
Vermont	red clover
Virginia	dogwood
Washington	rhododendron
West Virginia	rhododendron
Wisconsin	wood violet
Wyoming	Indian paintbrush

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Windows on Social Studies
Folktales and Legends

Native American Groups

Chinook
Yakima
Nez Perce
Flathead
Kalapuya
Crow
Mandan
Shoshoni
Cheyenne
Dakota
Santee
Sauk
Fox
Potawatomi
Iroquois
Mahican
Abenaki
Pomo
Miwok
Iowa
Susquehanna
Pequot
Delaware
Eerie
Miami
Pawnee
Arapaho
Illinois
Missouri
Kansa
Yokuts
Paiute
Ute
Powhatan
Shawnee
Chumash
Hopi
Navajo
Kiowa
Osage
Cherokee
Quapaw
Chickasaw
Catawba
Zuni
Papago
Apache
Comanche
Wichita
Caddo
Creek
Pima
Natchez
Choctaw
Tonkawa
Timucua

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Story Map

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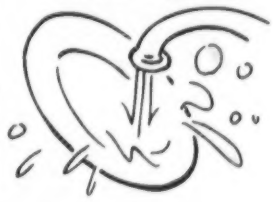
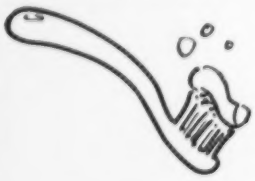
Water Use Tally Sheet

Wash hands		Wash dishes 	
Drink water		Make a salad	
Flush toilet		Give pet water	
Brush teeth 		Water plants	
Take a bath		Other	

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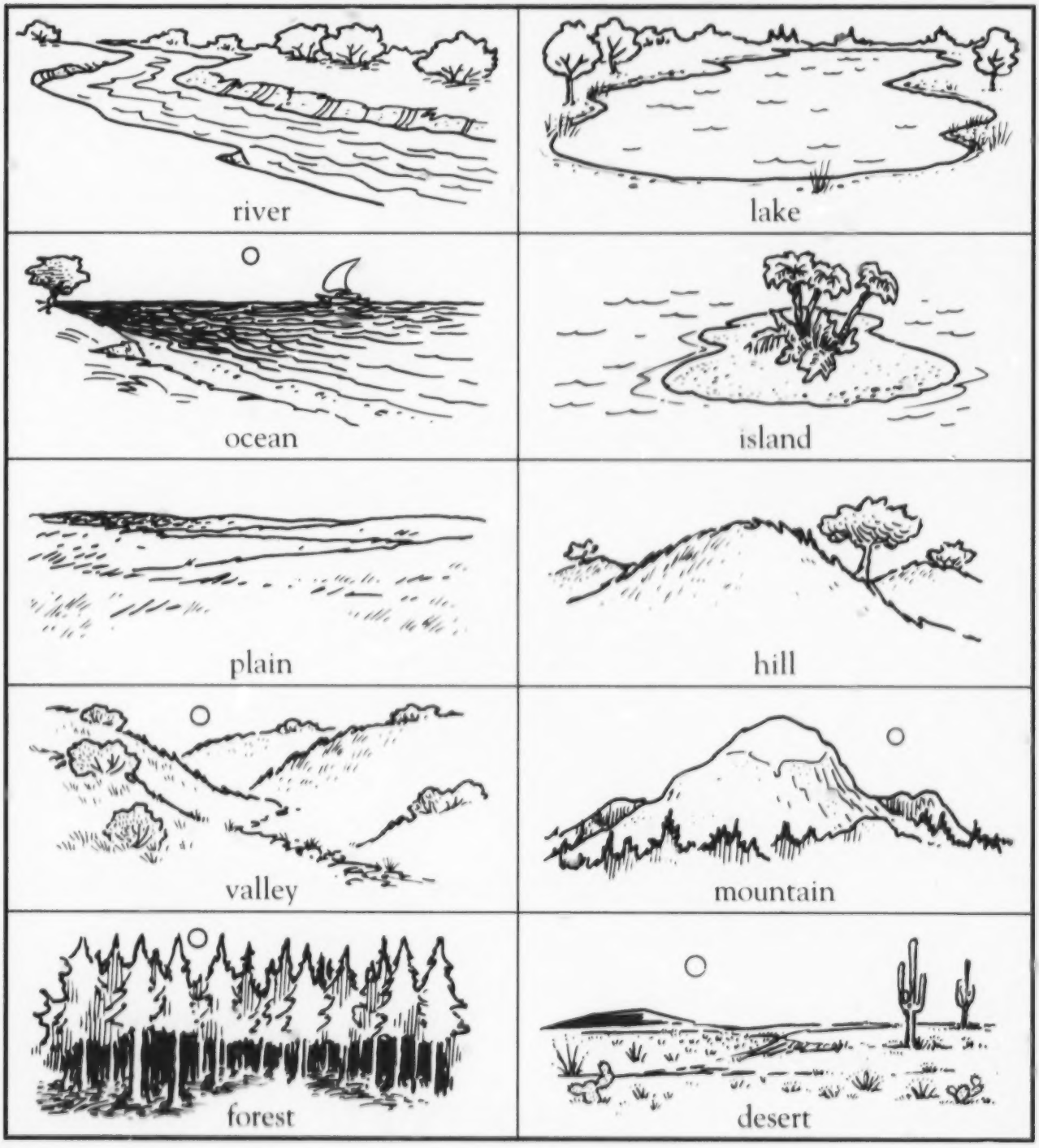
Land and Water Forms



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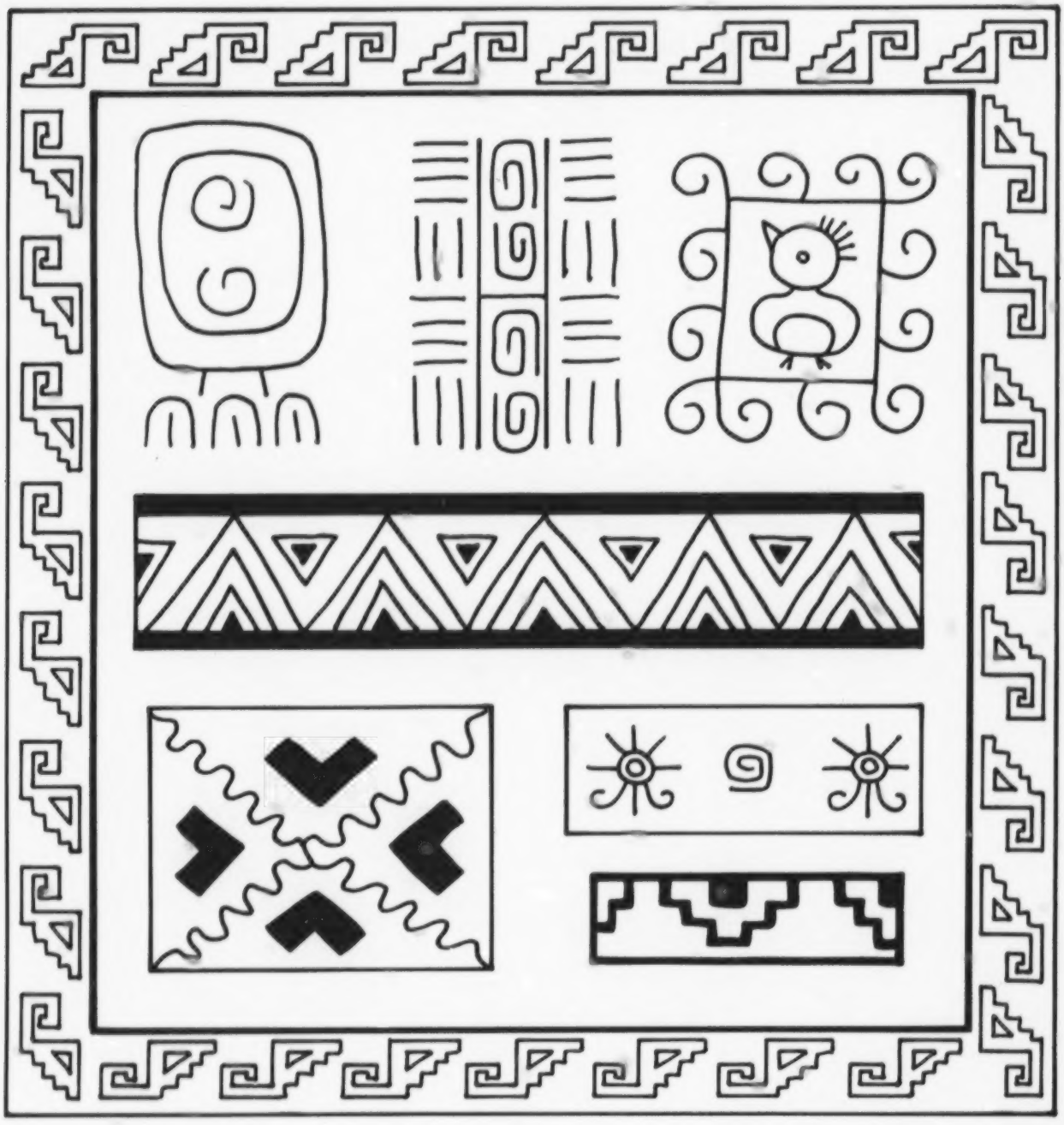
Latin American Designs



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Windows On Social Studies: Multicultural Adventures Through Literature (Gr. 1–3) by Joan Westley and Holly Melton. This important new program approaches social studies through the richness of children's literature. The program introduces 32 books that take children on journeys around the world, providing glimpses into diverse peoples' lives, both long ago and today. The books are organized around four social studies themes—Long Ago Times, Across America, Around the World, and Folktales and Legends. The themes form the basis for four 64-page teacher resource books filled with enriching activities. Key social studies concepts are developed through discussions and activities, such as making pottery, creating three-dimensional maps; discovering family histories; cooking foods from different cultures; making music and dramatizing stories; conducting surveys and charting responses; solving problems; creating legends; and more.

Long Ago Times (*Cat. No. 81101*): *When I Was Young in the Mountains*; *A New Coat for Anna*; *Dakota Dugout*; *Follow the Drinking Gourd*; *The Keeping Quilt*; *The Adventures of Obadiah*; *When Clay Sings*; *Sarah Morton's Day*

Across America (*Cat. No. 81106*): *Just Plain Fancy*; *Angel Child, Dragon Child*; *Annie and the Old One*; *Tar Beach*; *Three Stalks of Corn*; *How My Parents Learned to Eat*; *Shaker Lane*; *Ragtime Tumpie*

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Folktales and Legends (*Cat. No. 81103*): *Bringing the Rain to Kapiti Plain*; *A Drop of Honey*; *The Legend of the Indian Paintbrush*; *Tikki Tikki Tembo*; *The Woman Who Outshone the Sun*; *A Story–A Story*; *Momotaro, the Peach Boy*; *Llama and the Great Flood*

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